

NORTH CAROLINA CHARTER APPLICATIONS



NC Public Charters

Organization Information

Organization Name *

Oak Hill Charter School

Email *

oakhillcharternc@gmail.com

Telephone *

443-745-6825

Fax

Address *

4537 Oak Hill Rd

Unit/Suite

Zip Code *

28645

City *

Lenoir

State *

North Carolina

Application Type *

Standard

Proposal Type *

Standard

Operator Type *

Independent



Primary Contact Name

Kelly McIntyre

Has the School Leader Been Identified?

Yes No

Do you have any Corporate Partnerships?

Yes No

Proposed Leader Name *

Proposed School Leader Current Job/Position *

List any principal/leadership programs the proposed leader is currently enrolled in or have completed

Opening Year *

2022

Enrollment Projections

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Year at capacity
8		26	26	26	26	2026
7	26	26	26	26	26	2026
6	26	26	26	26	26	2026
5	22	22	22	22	22	2026
4	22	22	22	22	22	2026
3	22	22	22	22	22	2026
2	22	22	22	22	22	2026
1	22	22	22	22	22	2026
K	22	22	22	22	22	2026



Team Members Roaster

Name	Title	Position	Email Address
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Board Members Roaster

Name	Street Address	Zip Code	Email	Expertise
Kelly McIntyre	4537 Oak Hill Rd. Lenoir, NC	28645	kelly@waterlifechurch.com	Parent, Events Planner, Fundraiser
Jessica Smith	4187 Lindsay St. Lenoir, NC	28645	jdsmith5@ncdot.gov	Law Enforcement, Child Abuse Cases
John McRary	Lenoir, NC	28645	johnmcrary@yahoo.com	Military Service, Service Technician
Stephanie Lail	241 Wildwood Rd. Lenoir, NC	28645	stephanielail@statinc.net	CFO, Parent
Jan Greene	106 B Park Place Lenoir, NC	28645	giftofgrace1@charter.net	Former County Commissioner, Substitute Teacher
Libby McRary Long	300 Auton Rd. Lenoir, NC	28645	medmcrary@gmail.com	Retired Educator



1. Application Contact Information

Q1. Organization Type

- Municipality
 Nonprofit Corporation

Q2. Name of the nonprofit organization

Oak Hill Charter School

Q3. Has the organization applied for 501C3 nonprofit status?

- Yes
 No

Q4. **The next few questions will** inquire about the person who will serve as the primary contact for this Application. The primary contact will serve as the contact for follow-up, interviews, and notices regarding this Application.

Please provide the Primary Contact's Title/Relationship to Non-Profit

Board Chair

Q5. Primary Contact's

Mailing Address City, State, Zip

4537 Oak Hill School Road

Lenoir, NC 28645

Q6. Primary Contact's Primary Telephone Number

843-995-3698

Q7. Primary Contact's Alternate Telephone Number

443-745-6825

Q8. Geographic County in which charter school will reside

Caldwell County

Q9. LEA/District Name

Caldwell County Schools

Q10. Projected School Opening Month

August 2022

Q11. Will this school operate on a year-round schedule?

- Yes



No

Q12. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan outlined above.

The school conducted a survey in April 2020 to gauge the number of possible students for the school. The survey included entering personal contact information, their commitment to having their child attend a charter school in 2022, and the grade their child would enter when the school plans to open. The school received over 300 completed surveys in the span of three weeks. The school has been using this data as the launching point for determining the overall size of the school, class sizes, and ensuring an appropriate budget.

Q13. Projected Enrollment Demographics

Q14. Certification of Originality



8. General-Mission Purposes, and Goals

8.1. Mission and Vision

Q15. The mission statement of the proposed charter school is as follows (35 words or less)

Our mission is to provide students with a rigorous back to basics education with high personal expectations that will help them embrace the challenges of today and prepare them for success tomorrow.

Q16. What is the vision of the proposed school? What will the school look like when it is achieving the mission?

Students at Oak Hill Charter School will be products of our expectations that we set at the school. Academic excellence will be expected and delivered with a back-to-basics approach. We will teach children traditionally, with rigor, with spirited devotion to the curriculum and character program to ensure that when students leave Oak Hill Charter School, they are prepared to meet every social and educational challenge they face.

Q17. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Additionally, how it will reflect the socioeconomic status of the LEA, SWD population, and ELL population of the district? See G.S. 115C-218.45(e).

Oak Hill Charter School plans to serve a targeted demographic that closely mirrors the LEA. As mentioned previously, the LEA's racial composition is 88% Caucasian, 5% African American, and 5% Hispanic. The LEA's current free and reduced lunch percentage is 58.4%. Oak Hill Charter School plans to locate in an area that currently has a free and reduced lunch percentage over 60%. Oak Hill Charter School plans to have a EC population of 12% which closely mirrors the LEA. The school believes it will have a relatively small ELL population based on local LEA percentages, but will ensure that it is ready to meet those student needs. Oak Hill Charter School has put together a community outreach committee separate from the board to ensure economic and racial diversity with members from different professional and racial backgrounds in the community.

Q18. What are the enrollment trends and academic performance outcomes of surrounding schools in the selected community? What elements of your educational model will meet the needs of your target student population?

Caldwell County Schools currently serves 11,236 students as of the 2019-2020 school year. In terms of educational outcomes, the local district schools have a "C" average performance grade. Only 59.6% of elementary students are proficient in math and only 63.4% of the same students are proficient in reading. For middle school grades, only 58.5% are proficient in math and only 60.25% are proficient in reading. Oak



Hill Charter School will provide a rigorous back-to-basics education that offers a different approach to math and English/language arts. Saxon Math provides a traditional approach to math with spiralized instruction that has proven results with schools with similar demographics. Core Knowledge Language Arts supported with Shurley Grammar will provide students with a rich knowledge foundation to read on grade level and have strong vocabulary skills. Other regional charter schools with similar demographics like New Dimensions Charter School and Thomas Jefferson Classical Academy have used Core Knowledge Language Arts to great success with proper implementation.

Q19. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA in grades 9-12).

The total projected enrollment for Oak Hill Charter School is 210 students for grades K-8. The LEA has a total of 7,727 students in grades K-8, therefore, Oak Hill Charter School would only make up roughly 2.71% of the LEA's ADM.

Q20. Summarize what the proposed school will do differently than the schools that are now serving the targeted population. What will make this school unique and more effective than the currently available public-school options?

Oak Hill Charter School will offer a vastly different choice than the district school system. Oak Hill Charter School will be one of only a few K-8 schools in the area and the only school offering a back-to-basics curriculum and comprehensive character education program. The back-to-basics approach contrasts significantly from the progressive methods of the current school system. Oak Hill Charter School will have traditional methods of learning such as recitation, spiralized learning, and memorization. The math curriculum is significantly different than the district school's approach. Saxon Math offers a spiral approach that reinforces previously learned concepts and builds on them throughout the year to ensure mastery. Core Knowledge offers a very specific and intentional sequence that must be followed with fidelity to ensure full understanding. Other charter schools with similar demographics have shown to be more effective than the district school options. Oak Hill Charter School will offer a comprehensive character education program called Core Essentials that will be deeply embedded into the school's culture. This program or even something comparable is not even closely utilized in the district schools. This program helps ensure that the school is meeting its mission. Additionally, Oak Hill Charter School will provide a smaller school environment with one class per grade, something not really offered in the district schools, especially at the middle school level.

Q21. Describe the relationships that have been established to generate support for the school. How have you assessed demand for the school? Briefly describe these activities and summarize their results



Oak Hill Charter School has been developing meaningful relationships from the start to continue to build community support. The school has already received more than 50 personal letters of support through our website portal. Additionally, it has letters of support and offering of facilities from two local organizations. The school has received a letter of support from Congresswoman Virginia Foxx who is a ranking member on the House Education and Labor Committee.

To ensure that the school had community support, it conducted a Community Survey with 316 responses, 311 of them determined to be valid. Out of those surveys, nearly 88% supported a charter school in Caldwell County. From the responses, there were 269 potential students from 172 families that indicated they would attend Oak Hill Charter School.

The school has hosted three community meetings while observing the state's guidance regarding COVID-19. The first meeting had nearly 25 in attendance at the Oak Hill Park. The second meeting saw nearly the same number of individuals. The board introduced themselves, had parents sign up to be on the Community Outreach Committee, and explained plans from facilities, curriculum, and student numbers.

Oak Hill Charter School has already engaged the community by teaming up with the Oak Hill Ruritans to fundraise. Within a matter of two weeks, the Oak Hill Ruritans sold out their annual BBQ fundraiser with all proceeds going to Oak Hill Charter School. This will allow the school to continue its marketing efforts to reach an economically and racially diverse community. The fundraiser brought in nearly \$3,000 which includes extra donations for the school by community members.

Even though the school has not yet been approved, Oak Hill Charter School has already received teacher resumes and has identified two experienced Principal candidates.

Q22. Attach Appendix A: Evidence of Community/Parent Support.

Provide evidence that demonstrates parents and guardians have committed to enrolling their children in your school. You must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :



Oak Hill Appendix A Page 1.pdf



Oak Hill Appendix A Page 2.pdf



Oak Hill Appendix A Page 3.pdf



Letter for Oak Hill School.pdf



Union Baptist Church facility let...

8.2. Purposes of the Proposed Charter School

Q23. In one page or less, describe how the proposed charter school will achieve one or more of the six legislative purposes, as specifically addressed in the NC charter school statute GS 115C-218, and the proposed school's operations..

The Six Legislative Purposes of a Charter School are:1. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.2. Hold schools accountable for meeting measurable student achievement results.3. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public-school system.4. Improving student learning.5. Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.6. Encourage the use of different and innovative teaching methods.

Hold schools accountable for meeting measurable student achievement results:

Oak Hill Charter School's board will ensure that the school is meeting our goals set for each year. We will make sure that the school is meeting or exceeding growth every year and also increasing the school's proficiency rate. The board will have an Academic Committee that will include the principal to evaluate the academic success of the school on a monthly basis. The school will also have a Student Improvement Team led by the principal. The team will consist of one teacher representative from each grade, one board member, and a minimum of two parents. The team will make recommendations to the school improvement plan and assist in ensuring the school is reaching its academic goals.

Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:



Caldwell County Schools currently has no charter school options and the nearest charter school is over a 45 minute drive away. There is currently no school offering a back-to-basics approach, specifically no school offering Saxon Math or Core Knowledge. No district school is offering Core Essentials or a comparable comprehensive character education program. Oak Hill Charter School will provide Caldwell County parents and the parents of surrounding counties a charter school choice. Currently, four of the six surrounding LEAs do not have a charter school option.

8.3. Goals for the Proposed Charter School

Q24. Provide specific and measurable goals for the proposed school for the first 5 years of operation outlining expectations for the proposed school's operations, academics, finance, and governance. Address how often, who, and when the information will be communicated to the governing board and other stakeholders.

Academic Goals:

Math Goals:

1. At least 65% of third grade students will be proficient in math by year two, 68% by year three, and 70% by year four.
2. At least 60% of fifth grade students will be proficient in math by year two, 63% by year three, and 66% by year four.
3. At least 62% of eighth grade students will be proficient in math by year three, 65% by year four, and 68% by year five.

Achieving Math Goals:

Oak Hill Charter School will achieve these goals by closely monitoring student progress through in class assessments, NWEA MAP testing and other appropriate support. Saxon Math's spiralized approach allows high achieving students to be constantly challenged with advanced math problems and struggling students to be review concepts to ensure mastery. Oak Hill Charter School developed this new goal carefully considering the introduction of a new mathematics curriculum and the adjustments students at each grade level with have to make. The LEA's lowest scores are in mathematics. Oak Hill Charter School intends to be the rising tide that lifts all boats in this area. The Principal will be expected to give monthly progress reports to the board on student performance and adjustments made to ensure student success.

Reading/Language Arts Goal:



1. At least 63% of students will be proficient on the End-of-Grade Reading/Language Arts test by year two, 65% by year three, and 68% by year four.

Achieving the Reading/Language Arts Goal:

Oak Hill Charter School will achieve this goal by closely monitoring student progress through in class assessments, NWEA MAP testing and other appropriate support. Core Knowledge Language Arts supported by Shurley Grammar provides a strong knowledge base for students to master vocabulary, understand sentence structure, and have the right tools to properly comprehend reading passages. Oak Hill Charter School developed this new goal carefully considering the introduction of a new and specific language arts curriculum and the adjustments students at each grade level will have to make. The cross curricular opportunities in Core Knowledge will allow for greater understanding of reading passages. The Principal will be expected to give monthly progress reports to the board on student performance and adjustments made to ensure student success.

Character Education Goal:

1. Students will be expected to demonstrate their understanding of the character traits they've learned each year and additionally, be able to demonstrate how they've achieved each of the following:
2. How to treat others right
3. How to make smart decisions
4. How to maximize their potential

Achieving the Character Education Goal:

Oak Hill Charter School will achieve this goal by receiving monthly reports from teachers, submitted to the principal, regarding student behavior progress and understanding of the Core Essentials curriculum. The board will be briefed quarterly on student progress in this area. Additionally, the principal will collaborate with staff on how students will properly demonstrate their understanding of the character traits and the three "big ideas" listed above. The principal's end of year report will include a summary of how students successfully met this goal and offer adjustments that help Oak Hill Charter School continue to meet its mission.

Finance Goals:

1. The School will make finances of school transparent by putting the final financial report on website not less than annually.



2. The School will receive an unqualified auditors opinion on our financial statements every year with no material findings.
3. The School will meet all reporting deadlines, including, but not limited to the following: EC head count, PMR runs, yearly compliance submissions to the Office of Charter Schools.
4. At the end of the school's first year in operation, the School will have a surplus of at least \$75,000, \$125,000 at the end of year two, and \$150,000 at the end of year three.

Achieving Finance Goals:

Oak Hill Charter School will achieve goal one by receiving monthly budget updates, having the board approve financial reports, and ensuring the Office Manager properly posts the final financial report. The school will achieve goal two by ensuring that records are properly kept, all checks are copied and accounted for, and that every payroll is properly approved and in line with approved school policies. Goal three will be achieved by the principal properly assigning these tasks and ensuring that the board chair informs the board when policies need to be amended, voted on, and submitted. Goal four will be accomplished by reviewing revenue and expenses on a monthly basis with the finance committee and the full board. The Treasurer will work with the Principal to ensure that the school receives accurate quotes and evaluates its expenses monthly.

Operations Goals:

1. The School will have an average attendance rate of 93%.
2. The School will retain an average of 85% of students through the first year and 90% in the years following.
3. The School will conduct a Parent Satisfaction Survey twice a year and achieve a satisfaction rate of 85% year one, 90% year two, and a minimum of 95% thereafter.

Achieving Operations Goals:

Oak Hill Charter School will achieve goal one by setting high expectations for parents and implementing an accountability system for families. The School plans to use a system like Bright Arrow to contact parents when children are not at school and track student attendance in PowerSchool. The Principal will outline specific expectations in the parent handbook regarding student attendance. The School will achieve goal two by ensuring parent satisfaction and that the needs of all students are being met. The board will receive a monthly report from the principal on any concerns, implement a public comment policy to ensure that parents are heard, and that there is a vibrant PTO and School Improvement Team.



Goal three will be achieved by having an anonymous survey sent to parents with non-biased questions that gives the school honest and open feedback. This will help the school adjust appropriately and ensure it is meeting the social, emotional, and academic needs of students.

Governance Goals:

1. The board will meet a minimum of 10 times a year and have an 80% cumulative attendance rate or higher.
2. The board, with the assistance of the Governance Committee, will review all pertinent policies, adjust those policies with proper input from the Principal and other stakeholders. The School will submit all adjusted policies to the Office of Charter Schools on a yearly basis.
3. Every board member will receive a minimum of 8 hours of group, in-person/virtual governance training each year.

Achieving Governance Goals:

Oak Hill Charter School will achieve these goals by ensuring that it is constantly meeting in their committees at least once a month, receiving pertinent information from the principal and appropriate individuals. Board members will sign a board commitment statement agreeing to attendance standards and expected governance training. Meeting and training attendance will be recorded by the board chair to ensure compliance.

Communication to the Board, Parents, Teachers, Students, and Stakeholders: The principal will prepare all academic and operational goal reports to the full board. Depending on the specific goal, the Academic Committee or School Improvement Team may review the report and then offer recommendations if needed. All financial reports will be prepared by the treasurer and our LINQ service provider, then presented to the Financial Committee for a full evaluation and recommendations. All recommendations will be discussed and voted on by the full board. Parents, teachers, students, and stakeholders will all be notified when the reports are presented to the full board.

Q25. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The governing board, as stated in our goals will receive eight hours of governance training to ensure they are presenting themselves appropriately and within state law. Board members will be expected to sign a board commitment statement that holds them accountable for understanding and committing to the



school's mission, vision, goals, and education plan. Board members will be expected to seek opportunities to learn more about the curriculum, character education program, and any trainings offered by the Department of Public Instruction.



9. Educational Plan

9.1. Instructional Program

Q26. Provide a detailed description of the overall instructional program of the proposed charter school, including:

- major instructional methods
- assessment strategies, and
- explain how this instructional program and model meet the needs of the targeted student population

The School is committed to meeting the needs of every student in the county and surrounding areas. The School's instructional program will be anchored by the Core Knowledge sequence, which offers a back-to-basics approach to education. The Core Knowledge sequence is a detailed outline of specific content, aligned with the North Carolina State Standards. By offering a challenging back-to-basics approach to education, our targeted demographic will be able to spend time building that bank of knowledge and receiving the help they need along the way, whether it be a modified/scaffolded approach, after-school tutoring, or taking picture walks. The cross-curricular pedagogy with content alignment across disciplines brings strength to the curriculum.

The School will support the Core Knowledge sequence with the Core Knowledge Language Arts Program, Core Knowledge Science, Core Knowledge HGCA (History, Geography, Civics & the Arts), Saxon Math, and Shurley English/Grammar. Additional special classes in art, music, and physical education will also be offered. The School will support its English Language Learners through Shurley English's "Stepping Stones to English." This four-phase ELL supplement will complement the Core Knowledge Language Arts and Shurley programs. Additionally, to support the School's commitment in preparing students for the challenges of today and tomorrow, they will utilize the Core Essentials character education program.

Oak Hill Charter School's board has chosen to use Core Knowledge's Language Arts Program. There is a specific K-3 curriculum and a 4-5 curriculum. The K-3 Language Arts Program is broken up into two strands, the Skills Strand and the Listening & Learning Strand. The Skills Strand has students learning reading and writing together, building language skills and being able to translate that onto paper through spelling (spelling words). The Listening & Learning Strand focuses on comprehension. So, while students are learning how to read and spell, the Listening & Learning Strand allows students to understand the



meaning of these words. The 4-5 curriculum focuses on the mastery of the skills learned in grades K-3. The School plans to continue following the Core Knowledge Sequence into the middle school grades. Students will be introduced to Core Knowledge's Core Classics to ensure cross-curricular opportunities.

Core Knowledge HGCA is pulled from the Core Knowledge Foundation and aligns perfectly with the sequence. The School will also use the Core Knowledge Science maps. They provide direct alignment and cross-curricular opportunities. In sixth grade, the School will make appropriate adjustments to ensure alignment with the state's science standards.

Oak Hill Charter School has chosen to use Saxon Math. Saxon Math continually reinforces previously mastered concepts. There is a reduction in knowledge gaps through the spiraling of instruction as students are continually using previous knowledge to master new concepts. Saxon Math's approach supports a back-to-basics education.

Shurley English/Grammar will be used to teach students the basics of grammar, syntax, and sentence structure. The Shurley method engages students through songs and jingles, but is structured to provide a coherent approach to the subject, ensuring continuity of instruction. This will act to support the Core Knowledge Language Arts curriculum.

Teachers will be able to use many methodologies, allowing teachers to use best practices and teach with confidence. Using a variety of teaching techniques will help reach each student in the way that he or she learns best. Teaching methods that the School's teachers may use include, but are not limited to direct instruction, collaborative learning, and directed independent study.

To aid in the evaluation of student performance and competencies, we will administer the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) two or three times per year for students in grades 2-8. For grades K-1, we will administer the NWEA MAP for primary grades. The Academy will also administer the EOG's at the end of the year.

Q27. Curriculum and Instructional Design Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure for each grade span (i.e. elementary, middle, high)



the school would ultimately serve.

Oak Hill Charter School's learning environment will be traditional, in keeping with its back-to-basics approach. Students in K-5 will be taught in self-contained classrooms with one teacher and 22 students per class. Students in grades 6-8 will be taught in self-contained classrooms with one teacher and 26 students per class.

Q28. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model. Provide evidence that the chosen curriculum has been successful with the target student population, how the plan will drive academic improvement for all students, and how it has been successful in closing achievement gaps

The Core Knowledge sequence and the curricula that supports the sequence aligns with North Carolina's State Standards and Accountability Model. The Core Knowledge Language Arts Program meets all the foundational reading skills standards set by the state. The Language Arts curriculum (as mentioned above) provides tools that stretch across North Carolina's standards in getting students to understand text, structure sentences, and being able to compare and contrast (just a few examples). Saxon Math is not only aligned with the Core Knowledge Sequence, but it also aligns with North Carolina's State Standards. From kindergarteners learning about shapes, to fifth graders diving into fractions, Saxon Math provides a rigorous approach where students build upon the concepts learned. This aligns with the proposed mission by providing a back-to-basics education.

The Core Knowledge and Saxon Math have seen great success in schools with similar demographics within North Carolina. Rutherford County's Thomas Jefferson Classical Academy serves a similar demographic and has seen exceptional results on the EOG tests. In the 2018-2019 school year, the Academy saw an 85 Math EOG Grade Score and an 81 Reading Grade Score. Additionally, research done by the Core Knowledge Foundation saw success with Core Knowledge outside of North Carolina in Bogalusa, Louisiana. Two rural elementary schools in Bogalusa saw unbelievable success with 93% qualifying for free or reduced lunch. After implementing Core Knowledge Language Arts, 95% of students were meeting their reading benchmarks, an increase of about 8%.

Q29. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population for each grade span (i.e. elementary, middle, high) the school would ultimately serve

While the content and sequence of Core Knowledge is regimented, it lends itself to a wide variety of instructional methodologies that will allow teachers the freedom to use the method that best reaches each student. Oak Hill Charter School teachers will use a variety of instructional strategies including but not limited to direct instruction, Socratic method, experiential learning, collaborative learning, and



directed independent study. Teachers will also receive training in classroom differentiation and best practices for remediating students who are struggling. Core Knowledge provides resources for teachers to help them address the needs of students with a wide range of differences and abilities. Teacher will also receive extensive professional development in instructional methods, allowing them to adjust their lesson plans and instruction to ensure each student's success.

Specifically, Core Knowledge Language Arts offers an online guide for at-risk students and how to approach different parts of the sequence. We will also encourage teachers to attend professional development opportunities offered by Shurley Instructional Materials and Amplify (Core Knowledge). These trainings will help teachers deliver a more effective product in the classroom, leading to greater academic growth. The Core Knowledge trainings/professional development is proven and provides the tools teachers need to work with struggling students by certified trainers.

Q30. Explain how the proposed instructional plan and graduation requirements will ensure student readiness to transition from grade to grade and to the next grade span upon program completion

The School will use multiple strategies to ensure that each student will be prepared to transition to the next grade level. A comprehensive, coherent curriculum will be used with fidelity, along with common planning in PLCs and common assessments across the grade levels. While students will still have a wide range of abilities and competencies, they will arrive at the next grade level having been exposed to the same, predictable material, giving teachers a more complete picture of what the students already know at the beginning of the year.

A multitude of assessment strategies will be used to gauge student learning and adjust instruction throughout the course of the year. Students will be given the NWEA MAP two or three times per year; teachers will use frequent formative assessments throughout lessons to inform daily instruction; and grade level teams will plan together and use common assessments, analyzing data in PLCs, to improve instruction and student learning.

Strategies will be in place to identify and remediate students who are struggling. Teachers will provide individualized tutoring at specified times before and after school. Parent volunteers will be used to encourage and help students by providing classroom assistance during group or center time. Students who are identified as at risk for academic failure will have a Personalized Education Plan (PEP.)



Students who need more than a little help will be referred to the School Support Team by teachers, parents, or other staff. The SST will work with each referred family to get help for each student in order to reach his or her potential through classroom interventions, alternate instructional strategies, referral to contracted specialists, or referral to the Exceptional Children team.

Q31. Describe in a brief narrative below on how the yearly academic calendar coincides with the tenets of the proposed mission and education plan.

Oak Hill Charter School will provide 185 days of instruction. The calendar aligns with the mission as it provides students with the appropriate amount of instruction for a rigorous back-to-basics education. Core Knowledge requires 180 days of instruction to ensure that sequence is properly followed. Additionally, it allows for five additional days for review, field trips, and other appropriate school mission-based activities. The Core Essentials curriculum calls for ten months of instruction to properly cover the character traits and the three "big ideas" outlined.

Q32. Describe the structure of the school day and week. Include the number of instructional hours/minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning.

The typical school day at Oak Hill Charter School is as follows:

The school plans to start at 8:00AM and end at 3:00PM

Each day will include the following:

Reading/Language Arts: 90 minutes

Mathematics: 50 minutes

Science: 50 minutes

Social Studies: 50 minutes

Art/Music/PE: 45 minutes



Flex/Core Essentials: 45 minutes

Total instructional hours per day: 5.50

School will begin at 8:00AM and have 15 minutes of homeroom to get students situated, recite the school's mission and briefly go over the Core Essentials trait. Dismissal will begin at 2:45PM and allows students to receive afternoon announcements and prepare to leave. School will officially end at 3:00PM.

The school's schedule aligns with the curriculum suggestions outlined by Core Knowledge to provide a minimum of 180 days of instruction. The School has provided extra days in their calendar for possible days missed, testing, and appropriate review of the curriculum. The calendar aligns with the demands of Saxon Math and ensuring 10 full months of Core Essentials.

Q33. Describe a typical day for a teacher and a student in the school's first year of operation

Typical Day for a Teacher:

An Oak Hill Charter School teacher will enter the school about thirty minutes before school begins. They will walk through the front door greeted by the school's mission statement hanging up. This will remind them of what they seek to achieve day-in and day-out. Once to their classroom, the teacher will prepare the calendar for the Saxon math lesson and ensure that their Core Knowledge Domain Walls are ready. The teacher will greet students at the door and make sure they get settled in for homeroom. After morning announcements, students will be introduced or reminded of their character trait and the three big ideas by the teacher. Afterwards, the teacher will begin teaching the core subjects. During this time, the principal may briefly observe the teacher to ensure that the curriculum is being implemented with fidelity. When students start their specials, teachers will have planning time where they may meet in their PLCs or with the principal. As school comes to a close, teachers will ensure that students get packed up and ready for dismissal. Once students are dismissed, a teacher may check in with the EC director regarding a student or plan out details for instruction the next day. As the teacher completes their work for the day, they leave school, passing the school's mission statement hanging up.



Typical Day for a Student:

An Oak Hill Charter School student will enter the school's front door and see the school's mission statement hanging up to remind them of what they seek to achieve day-in and day-out. As they get to their classroom, they are greeted by their teacher and get settled in. During the morning announcements, they recite the school's mission and are either introduced to or reminded of their character trait and the three big ideas. After morning announcements, students will begin their core subjects, receiving direct instruction, working in groups, or having socratic dialogue depending on their grade. Students will break for recess and lunch before their afternoon specials classes. Unlike their previous school, students will have an entire class dedicated to character education towards the end of the day, ensuring that they can meet the school's mission and vision when they leave school. Dismissal will begin at 2:45PM and school will officially end at 3:00PM. As students are dismissed, they leave through the front door and pass by the mission statement hanging up.

Q34. Will this proposed school include a high school?

- Yes
- No

Q35. **Attachments** Attach Appendix B: Curriculum Outline per Grade Span (for each grade span the school would ultimately serve).

One sample curriculum outline (in graph form) in the Appendices for one core subject (specific to the school's purpose) for each grade span the school would ultimately serve.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 28 Total Files Count: 5

Evidence :


CKFSequence_Rev.pdf

Q36. If applicable, attach Appendix C: 9-12 Core Content Electives

Provide a visual description of what courses (both core content and electives) will be offered at the charter high school to ensure students meet the proposed charter school's graduation requirements. Please ensure the projected staff and budget aligns with the course offerings.

Comments :

Not Applicable



Q37. Attach Appendix D: Yearly Academic Calendar (minimum of 185 instructional days or 1,025 hours)

Upload Required File Type: pdf, image, word Max File Size: 30 Total Files Count: 3

Evidence :


OHCS 2022-2023 Calendar - App...

Q38. Attach Appendix E: Daily and Weekly Schedule

Provide a sample daily and weekly schedule for each grade band (K-5, 6-8, and 9-12) the school ultimately plans to serve.

-
-

Evidence :


Daily

9.2. Special Populations and “At-Risk” Students

Q39. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students

Oak Hill Charter School will employ a Multi-Tiered System of Support. This model is intended to address the academic needs of students by prevention and early intervention, providing those struggling students with the support needed to meet standards. When students are identified as not making sufficient or satisfactory progress (classroom assessments, progress monitoring or interim assessments), the MTSS model provides targeted interventions.

Tier 1: All students receive high quality, researched-based core instruction. This core curriculum provides the foundation for instruction upon which all interventions are formulated and aligned. Students should meet grade level standards in Tier 1 instruction. If a review of data shows that 80% of students are not



meeting grade level standards and would require Tier 2 or Tier 3 interventions, then instructional modifications must be made at Tier 1. Students who are not progressing in core level instruction and appear to be at risk should continue to receive strong core instruction and additional Tier 2 interventions.

Tier 2: Tier 2 interventions are provided to those students who are not meeting/achieving grade level standards through core instruction alone. These interventions are provided in addition to core instruction and occur outside the CI block. For example, an additional 30 minutes can be allocated for supplemental tier 2 interventions outside the 90 minute reading block. Tier 2 interventions are provided to small groups of students. Ongoing progress monitoring involves reviewing data at both Tier 1 and 2 levels. Ongoing progress monitoring should occur more frequently at a Tier 2 level (at least every 20 days). Data gathered should be used to determine whether interventions are proving effective and to determine whether any changes need to be made. Should a student continue to not meet expectations despite Tier 1 core instruction and Tier 2 additional support being implemented and monitored with fidelity, student may require Tier 3 intensive interventions.

Tier 3: Tier 3 interventions are intensive and are intended for a small percentage of students who are not responding positively to generally effective Tier 2 interventions (effective being defined as 70% of students receiving Tier 2 interventions are meeting or exceeding grade level expectations.) Tier 3 interventions are designed to meet individual student needs by providing instruction that is explicit and intense. These interventions are designed to meet student needs by targeting areas of deficiency. Prior to beginning Tier 3 additional targeted assessments may be required in an effort to isolate deficits and guide intervention design. The intensity of these interventions is defined by frequency, duration and group size (never to exceed 3 students.)

Q40. Describe the extent to which one or more of the founding board members has experience working with special populations (students with disabilities, students with 504 Plans, ELs, students identified as gifted, and students at risk of dropping out). If no founding board members have experience working with special populations, describe the school's pre-opening plan to prepare for special populations.

Oak Hill Charter School has a diverse board with a variety of life experiences. The board is lucky to have Libby McRary Long who is a retired Caldwell County teacher. Her experiences as a teacher will serve the board well as she has served students of all backgrounds and abilities. In addition to Ms. McRary Long, the School has a Community Outreach Committee which has retired teachers and others that have served students of all backgrounds and abilities.



Q41. Explain how the instructional plan and curriculum will meet the needs of English Learners (EL), including the following:a. Methods for identifying EL students (and avoiding misidentification).b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for EL students.c. Plans for monitoring and evaluating the progress and success of EL students, including exiting students from EL services.d. Means for providing qualified staffing for EL students.

A Home Language Survey will be completed for each student upon enrollment. Should the HLS identify a student to be a language minority, the NCDPI ESL HLS Process will be followed. All Kindergarten students will take the WIDA test within the first few weeks of school.

Once ELL students are identified, the first phase introduces the Shurley Method (being used through Shurley English) in the student's first language. By introducing the student to the Shurley Method in their first language, a student can grasp the instruction. The second phase introduces a bilingual approach, where English is being eased into the student's vocabulary via the Shurley Method. Phase three is an intensive transition to English and phase four, the student is fully emerged in English, still receiving assistance when needed by the ELL teacher. Through these phases, the student will be pulled out of class only when needed. The ELL instructor will be able to assist the student in class along with the lesson. Some students may enter the program at different phases depending on their proficiency. The Shurley Method utilizes spiraled instruction, constantly reinforcing grammar skills, which aligns with the Core Knowledge Language Arts and Shurley English. The ELL teacher will progress monitor students using the formative ongoing assessments provided in the Stepping Stones to English.

Classroom teachers will provide additional support through the implementation of a variety of instructional strategies for ELL students. Strategies include:

- Incorporation of visuals
- Actively teach vocabulary (including charade games, visuals, word walls etc.)
- Use Rubrics (allowing students to understand all components of what a "good" assignment looks like)
- Developing a classroom library with leveled readers, allowing ELL students to select books that suit their skill level.
- Modeling for students. Modeling a "thinking aloud" process allows ELL students to witness how to problem solve or complete an assignment.



- Using Structured Discussions, encouraging students to participate in academic conversations.
- Using organizers and frames, allowing ELL students to organize information and structure content.

Once identified as ELL, students will be assessed annually using ACCESS ELLs until meeting exit criteria.

Q42. Explain how the school will identify and meet the needs of gifted students, including the following:
a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
b. Plans for monitoring and evaluating the progress and success of gifted students; and means for providing qualified staffing for gifted students.

Oak Hill Charter Schools's curriculum is challenging and carefully designed to provide students with a solid foundation of knowledge and skills necessary for future success. Though the rigorous instruction will adequately meet the needs of many gifted students, should students need a greater challenge, teachers will have the knowledge and flexibility to differentiate instruction to meet the needs of those students. Because the content and sequence of the Core Knowledge sequence is so important, even students who may be performing high above grade level will not be allowed to miss content. Instead, teachers will design lessons and assignments so that intellectually gifted students can be challenged while benefiting from the shared knowledge and experience of their peers. Strategies such as supplemental reading materials, challenge spelling words, individualized reading goals, and engaging projects will help students achieve academic growth no matter what level they are on. The spiraling nature of the Saxon Math program makes it well suited for acceleration. Starting in 3rd grade, high achieving students will have the opportunity to accelerate their math and advance to the next grade level. This opportunity will ensure that the most gifted math students are challenged, without sacrificing a firm foundation of math skills. All students' progress will be assessed and monitored using a variety of methods, including the NWEA MAP, NC EOGs, and grade level common assessments. The teachers and principal will be held accountable for the growth and success of each student, and the School Improvement Team and the Board of Directors will continuously monitor the growth and achievement of different groups of students, including high performing students.

9.3. Exceptional Children

Q43. Identification and Records Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.



As part of the enrollment packet that every student will be required to complete, parents will have the opportunity to provide confirmation about their child's existing IEP or 504 plan. Additionally, EC staff will examine all records from previous schools as they are received to determine if enrolled students have existing IEPs or 504 plans. Upon identification of students with existing IEPs or 504 plans, school staff will alert the EC Director, teachers, and administrators to ensure compliance with any existing plans. To help identify students who may be eligible for special education services, a School Support Team (SST) will be established. The SST will be made up of teachers and a representative from our contracted EC services. The EC Director will be responsible for requesting and receiving all EC records confidentially from the student's previous school.

Q44. Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed. Include how the school will avoid misidentification of special education students.

Students may be referred to the SST by administrators, teachers, or parents. Once referred, the SST will make a preliminary evaluation and, with the support and agreement of the parents, make recommendations for either research-based classroom interventions or further formal evaluation. The formal evaluations may be conducted by EC staff or qualified personnel contracted for such purposes. If classroom interventions put into place are found ineffective, the SST will re-evaluate and either put new interventions into place or determine if the student's needs will be best served by an IEP or other special education services. At all stages of the process the student's parents will be informed and consulted. The SST will continue to monitor all students determined to have special needs or need special assistance until such time as they are determined to no longer need special services.

Q45. Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed, including the following:
a. Requesting Records from previous schools
b. Record Confidentiality (on site)
c. Record Compliance (on site)

All student records will be maintained with confidentiality and safety in mind. Records will be kept in secure, designated, locked records rooms, in fireproof file cabinets. Student records may be examined on site only by approved personnel and should never be taken off site. A staff member will be designated by the principal to oversee the student records and ensure compliance with all applicable laws. Records will be requested from the student's previous school only after a complete enrollment packet has been received. Upon receipt, student records will be securely stored and treated with strict confidentiality.

Q46. Exceptional Children's Programming Explain how you will meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible.

The School will work diligently to ensure that the needs of all students are met in accordance to their IEP or 504 plan. The School will ensure that they receive all appropriate EC paperwork before the start of the school year for each student. The EC Director will evaluate the caseload and make recommendations to



the Principal and the board. If the caseload requires meeting the learning needs of students with moderate and severe learning disabilities, the board will look to take action on applying for Special State Reserve Funds and also evaluate the budget to accommodate the needs for their students. The School will work to ensure that students with these learning needs are not completely isolated and that their needs as outlined in their IEP are followed with fidelity.

Q47. Describe the specific educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities. How will the school ensure students' access to the general education curriculum?

Oak Hill Charter School is committed to meeting the needs of all enrolled students. It will be our policy that every child have a fair and full opportunity to reach his or her full potential and that no child shall be excluded from appropriate educational offerings. To ensure that the needs of exceptional children are met, the School will have an Exceptional Children Department staffed with licensed, highly qualified, well-trained EC teachers. The EC department will be tasked with the screening of all students referred by the School Support Team (SST.) The EC department will further be responsible for developing educational plans and strategies for special needs students.

Q48. Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).

The EC department will take every reasonable measure to prevent denials of equal educational opportunity on the basis of physical, emotional, or mental handicap; and will assure that the rights of students with special needs and their parents or guardians are protected. The staff of the School will be aware of students with an Individual Education Program (IEP) or a Section 504 Plan and make sure that all requirements are being met as prescribed. The IEP will be updated regularly and adjustments will be made to accommodate each student. An EC teacher, classroom teacher, parent, and administrator will be given proper notification and invited to attend all meetings. There will be ongoing assessments in classrooms to identify students with special needs.

Q49. Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.

The IEP will be updated regularly and adjustments will be made to accommodate each student. An EC teacher, classroom teacher, parent, and administrator will be given proper notification and invited to attend all meetings. There will be ongoing assessments in classrooms to identify students with special needs. Students with a Section 504 Plan or identified as being eligible for a 504 plan will be offered accommodations and or services for the identified disability. Accommodations and services for both IEP and 504 plans will include but not be limited to: modification of tests and assignments, supplemental textbooks, adjusted seating, use of study guides and organizational tools, preferential seating, modified recess and PE, and use of necessary health care procedures.



Q50. Describe the proposed plan for providing related services and to have qualified staffing adequate for the anticipated special needs population.

The School plans to contract for related services such as speech-language, occupational therapy, and physical therapy with a company that has a proven track record and extensive experience with providing EC services to charter schools.

9.4. Student Performance Standards

Q51. Describe the student performance standards for the school as a whole.

Goal:

1. At least 65% of third grade students will be proficient in math by year two, 68% by year three, and 70% by year four.
2. At least 60% of fifth grade students will be proficient in math by year two, 63% by year three, and 66% by year four.
3. At least 62% of eighth grade students will be proficient in math by year three, 65% by year four, and 68% by year five.

Achieving Math Goals:

Oak Hill Charter School will achieve these goals by closely monitoring student progress through in class assessments, NWEA MAP testing and other appropriate support. Saxon Math's spiralized approach allows high achieving students to be constantly challenged with advanced math problems and struggling students to be review concepts to ensure mastery. Oak Hill Charter School developed this new goal carefully considering the introduction of a new mathematics curriculum and the adjustments students at each grade level with have to make. The LEA's lowest scores are in mathematics. Oak Hill Charter School intends to be the rising tide that lifts all boats in this area. The Principal will be expected to give monthly progress reports to the board on student performance and adjustments made to ensure student success.

For students not in the grades listed above, the School will continually evaluate students and measure growth via NWEA MAP and other classroom assessments. The Board will receive updates on student progress and receive suggestions from the SIT.

Reading/Language Arts Goal:



1. At least 63% of students will be proficient on the End-of-Grade Reading/Language Arts test by year two, 65% by year three, and 68% by year four.

Achieving the Reading/Language Arts Goal:

Oak Hill Charter School will achieve this goal by closely monitoring student progress through in class assessments, NWEA MAP testing and other appropriate support. Core Knowledge Language Arts supported by Shurley Grammar provides a strong knowledge base for students to master vocabulary, understand sentence structure, and have the right tools to properly comprehend reading passages. Oak Hill Charter School developed this new goal carefully considering the introduction of a new and specific language arts curriculum and the adjustments students at each grade level will have to make. The cross curricular opportunities in Core Knowledge will allow for greater understanding of reading passages. The Principal will be expected to give monthly progress reports to the board on student performance and adjustments made to ensure student success.

For students not in the grades listed above, the School will continually evaluate students and measure growth via NWEA MAP and other classroom assessments. The Board will receive updates on student progress and receive suggestions from the SIT.

Character Education Goal:

1. Students will be expected to demonstrate their understanding of the character traits they've learned each year and additionally, be able to demonstrate how they've achieved each of the following:
2. How to treat others right
3. How to make smart decisions
4. How to maximize their potential

Achieving the Character Education Goal:

Oak Hill Charter School will achieve this goal by receiving monthly reports from teachers, submitted to the principal, regarding student behavior progress and understanding of the Core Essentials curriculum. The board will be briefed quarterly on student progress in this area. Additionally, the principal will collaborate with staff on how students will properly demonstrate their understanding of the character traits and the three "big ideas" listed above. The principal's end of year report will include a summary of how students successfully met this goal and offer adjustments that help Oak Hill Charter School continue to meet its mission.



Q52. Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.

Oak Hill Charter School plans to use NWEA MAP testing to monitor student growth, testing two to three times per year. NWEA MAP allows the School to track student progress through a short computer-based test. The test provides a full report to the teacher to show where the student is at and gives suggestions on how to ensure that the student can reach their next growth goal to be at grade level by year's end.

The School also plans to use DIBELS to track student growth in reading fluency. DIBELS provides teachers with immediate results and ways they can work with students to better their reading skills.

Q53. Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.

Students who meet or exceed the state standard requirements, where they exist, and have met all of the grade level requirements will automatically be promoted to the next grade. Third grade students must meet the state reading requirements and End-of-Grade assessments. If a student is at risk of being retained, the student's classroom teacher will contact the parents as soon as possible in writing. The teacher, parents, and other necessary staff will formulate a personal education plan which may include a referral to the SST. It will be the policy of the School to give each student the tools and support that he or she needs to be successful. If the interventions and support do not result in the student meeting the requirements to be promoted to the next grade, the principal, with input from the teacher, parent, and other involved staff, will make the final decision on whether or not to retain the student.

If a student has either an IEP or a 504 plan, the decision to retain or promote that student will be made with the support of the EC staff and consideration will be given to the student's plan and accommodations. All of the school policies and procedures, including promotion and retention policies, will be available to parents and students in the student handbook and on the school website.

Q54. Provide the public charter school's exit standards for graduating ALL students. These standards should set forth what students in the last grade served will know and be able to do. Be sure to include plans for students at risk of dropping out.

Exit standards will be based off the School's promotion standards. In addition to meeting those requirements, students should pass to End-of-Grade assessment and meet all attendance requirements. Students who are at-risk will receive accommodations allowed lined out in their personal education plan.



9.5. School Culture and Discipline

Q55. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development

The culture of Oak Hill Charter School will revolve around the school's mission, and vision, and anchored by its character education program. Staff will be asked the same three big ideas as the students:

1. How to treat others right
2. How to make smart decisions
3. How to maximize their potential

Staff will be asked to also consider the character traits learned by students each month and how they can grow from those traits professionally.

When being evaluated, the Principal will look to the character traits, but mainly the three big ideas to see if the staff member grew in each of those areas. By setting these expectations for not only the students, but for the teachers, this will help foster a culture of respect, growth, and readiness to meet future challenges. As students embrace the character education program, lessons are brought back home to share. By bringing this program home, it is the hope of Oak Hill Charter School that we can spread the three big ideas and character traits throughout the community.

By having a culture of respect, more students will be attentive, ready to learn, ask questions, and help their classmates grow intellectually and socially.

Q56. Explain how you will create and implement this culture for students, teachers, administrators, and parents starting from the first day of school. Describe the plan for acculturating students who enter the school mid-year.

Oak Hill Charter School has already started this process of developing a school culture. Currently, the board is working with the community in ensuring that they understand the School's proposed mission, educational plan, and how important the Core Essentials character education program is to ensuring success. The board is and will continue to work to espouse the character traits and the three "big ideas" in Core Essentials. This will carry over to the hiring process, especially with the Principal. The Principal will be responsible in ensuring that the teachers are committed to the school's mission and espousing the character traits and are constantly evaluating the "three big ideas". The Principal will be provide teachers with the proper professional development before school starts to set the tone. As discussed previously, teachers and administrators will be evaluated based on them living up to the character traits and the



"three big ideas" in the character education program. Students will be expected as stated in the school's academic goals, to live up to the character traits and the "three big ideas" and bring those conversations home to parents. To ensure parental buy-in, there will be curriculum nights and other opportunities for parents to learn more about the school's culture and expectations. For students entering mid-year, they will be prepped prior to entering the school with the expectations laid out in Core Essentials. The collaborative and supportive environment laid out in Core Essentials will allow teachers and students to help and support new students and help set expectations.

Q57. Provide a brief narrative that delineates how student conduct will be governed at the proposed charter school and how this plan aligns with the overall mission and proposed Education Plan of the charter school. Be sure to include:a. Practices the school will use to promote effective discipline.b. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.c. An explanation of how the school will take into account the rights of students with disabilities in regard to these actions that may or must lead to suspension and expulsion.d. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.

It is the goal of Oak Hill Charter School to provide a safe and orderly environment for students, parents, and staff. To this end, we will set high behavior expectations for each student. Teachers will formulate, communicate, and model clear behavior expectations based on the idea that everyone should show kindness and respect. School-wide behavior expectations will be displayed throughout the school, discussed during assemblies, and consistently enforced.

The disciplinary process will consist of four levels:

Level 1: Most instances of misbehavior can be addressed by the classroom teacher and every teacher will receive training in classroom management and strategies to address inappropriate or disruptive behavior. Teachers will keep parents informed if their student's behavior is not meeting expectations. If misbehavior persists or rises to a Level 2 offense, then the classroom teacher will refer the student to the administration. Examples of Level 1 behavior include, but are not limited to talking out of turn, refusal to participate, not cleaning up after making a mess.

Level 2: Repeated Level 1 behaviors or more serious misbehavior will result in a referral to the principal. The principal will meet with the student and parents to formulate a corrective action plan that may include disciplinary measures. Possible consequences of a Level 2 offense include but are not limited to after



school detention, in-school suspension, writing reflections, and suspension from extra-curricular activities. Examples of Level 2 offenses include leaving class without permission, disrespect of authority, and non-compliance with dress code.

Level 3: If Level 2 misbehavior persists in spite of the corrective action plan or are more serious, the principal will meet with the student and the parents and formulate a corrective action plan that may include an out of school suspension of no more than 10 days. Examples of Level 4 offenses include disobeying school personnel, cheating, stealing, harassing others, and destruction of school property.

Level 4: If corrective action plans do not result in adjusted behavior, or if the misbehavior rises to a Level 4 offense, the principal will meet with the student and the parents and may recommend long term suspension or expulsion. Examples of Level 4 offenses are possession of drugs, threats to others, possessions of weapons, and assault.

A parent may appeal a Level 3 or Level 4 disciplinary action by submitting a written notice of appeal to the principal within 24 hours of being notified of the action. The principal will immediately notify the Board of Directors who will schedule a meeting to hear the appeal. The parents will be notified of the date, time, and place of the meeting and requested to attend. The decision of the Board regarding appeals of disciplinary measures will be final. When considering discipline of students with special needs, the principal, with the help and consultation of the EC teacher and possibly the contracted school psychologist, will review the student's file including his or her IEP or 504 plan. The principal will take into account any accommodations or interventions in place and whether or not the misbehavior is a manifestation of the student's disability, and work with the parents to ensure that all of the student's rights are protected.

9.6. Certify

Q58. **This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application**

- Yes
 No

Q59. **Explanation (optional):**



Goodall Consulting has worked with numerous charter schools on their charter school applications. Some of the language used in this application has been used in other applications that Goodall Consulting has written to ensure best practices are used for schools.



10. Governance and Capacity

10.1. School Governing Body

Q60. Name of Private Non-profit

- Private Non-profit Corporation (NCGS 115C-218.1)
- The nonprofit corporation must be officially authorized by the NC Secretary of State upon application submission.

Oak Hill Charter School

Q61. Mailing Address

4537 Oak Hill School Road

Lenoir, NC 28645

Q62. Street Address

4537 Oak Hill School Road

Q63. City/State/Zip

Lenoir, NC 28645

Q64. Phone (xxx-xxx-xxxx)

843-995-3698

Q65. Fax: (xxx-xxx-xxxx)

Not applicable at this time

Q66. Name of Registered Agent and Address

Eddie Goodall

2132 Greenbrook Pkwy

Weddington, NC 28104

Q67. The private non-profit listed as the responsible organization for the proposed charter school has 501(c)(3) status.

- Federal Tax-Exempt Status (NCGS 115C-218.15)
- If the non-profit organization has yet to obtain 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Yes



- No
- N/A. The applicant is a tax-exempt municipality

Q68. **Federal Tax ID:**

85-1635407

10.2. Governance

The private nonprofit corporation or municipality is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Q69. **Using the attached resource as a template, please complete the table depicting the initial members of the nonprofit organization**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Resources :



Evidence :

Initial Members of the Nonprofi...

Q70. **Describe the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator**

Governance of the school is the direct responsibility of the Oak Hill Charter School Board of Directors, whose paramount goal is the educational success of its students. The Board will ultimately be responsible for all transactions of the charter school including financial management, personnel, academic program, and facilities. The Board will be composed of 5 to 13 members, with a goal of at least one Board member being a parent or guardian of an Oak Hill Charter School student. The School's Board will provide direction via policies to the principal who will be responsible for the day to day operation of the school. The Board will form work committees which, in cooperation with the administration, will set policies and develop programs and procedures that are in line with the school's mission and designed to meet the school-wide



performance goals. Each Board member will be expected to fully participate in the governance of the School. Each board member will sign a conflict of interest statement and a board commitment statement. Each board member will support the school by serving on at least one board committee, participating in school events and activities, and reviewing board materials. They will receive formal training regarding North Carolina charter related statutes, the Open Meetings law, State Board policies, and Office of Charter School directives, while acting in the best interest of the students and the school. The personnel committee will be tasked with conducting an exhaustive search for the school principal. The job opening will be posted for a minimum of 30 days on such websites as the NC Association for Public Charter Schools, National Alliance for Public Charter Schools, National Association of Elementary School Principals, and other similar websites. The committee will look for a candidate who, above all, will share the mission and the vision for the School. The personnel committee will also develop an evaluation process for the principal and submit to the full board for approval. Once the Board formally hires a principal, the board will evaluate the principal annually using the evaluation tools and processes that have been adopted by the board. At this time, there are already two candidates with a breadth of experience that have approached the board with their interest in serving the school.

Q71. Describe the size, current and desired composition, powers, and duties of the governing board

The board currently has six extremely dedicated members. As mentioned above, the desired composition of the board will be between 5 and 13 members. The board currently has four potential candidates they have identified who are interested in joining the board in the near future as their current situations do not allow the time asked of them in starting up the school. All four candidates do expect more time to dedicate to the school in the near future. The board has a desire to expand up to 7 or 8 members by the time the school opens.

The School will also have committees to ensure that they hold the principal and staff accountable to the mission and vision. The School will start with the following committees:

Academic Committee: Will evaluate the School's academic programs and monitor student progress.

Governance Committee: Will evaluate and suggest school and board policies.

Finance Committee: Will develop the School's yearly budget, monitor monthly spending, suggest budget changes, and work closely with staff to ensure a clean audit.



Personnel Committee: Will evaluate staff and principal performance and make hiring and termination suggestions to the board.

Q72. Describe the founding board's individual and collective qualifications for implementing the school design successfully, including capacity in such areas as school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent/community engagement.

Kelly McIntyre: Kelly has her MA in church leadership and student ministry. She is the Kids Coordinator (part-time) at Waterlife Church and has worked with children, teens, parents, and volunteers for over 27 years through summer camps at the Billy Graham Training Center, YMCA, YWCA, afterschool programs, and churches. Kelly oversees the special needs ministry at Waterlife Church which is comprised of special needs experts and community volunteers. Kelly's family has been part of the Oak Hill Community since the early 1800s. Kelly's experience as a coordinator has led her to be the School's biggest fundraiser and marketer. She is already responsible for raising thousands of dollars for the school and building over a 400 person emailing list.

Jan Greene: Jan is a former county commissioner chairman, served on the county Board of Health, and served on the Caldwell County Planning Board. She has also worked in positions in banking, owned businesses, and received several distinguished awards for service. She is spending her retirement as a substitute teacher for the local school system. She was also a substitute teacher in the Oak Hill Community and has fallen in love with the children and people of the area. Jan has many community connections to build crucial support with local businesses and public service. Her knowledge of the state's Open Meetings Law and developing policy will help the school stay on track and in compliance.

John McRary: He served in the US Navy and then worked for the Pepsi-Cola Bottling Company for 33 years. He is excellent with diagnostics, troubleshooting, preventive maintenance, HVAC, hydraulics, electrical, and plumbing. He is what you would call "A jack of all trades". He and his wife Tammy have a son that was in the 3rd grade at the former Oak Hill School. John's attention to detail will serve the board well is analyzing school performance and addressing any day to day issues at the school.

Jessica Smith: Jessica has worked in law enforcement since 2006 both in the Lenoir Police Dept and at the NCDMV License and Theft Bureau as a state investigator. Jessica has an eye for safety and detail, knows how to stay calm under pressure, and has excellent skills when working with the public. She was a founding member of the MDT (Multi-Disciplinary Team) for the Caldwell County Child Advocacy Center,



The Robin's Nest from prior to its inception for the length of her tenure with Lenoir Police Department (2010-2016). Jessica is a nationally certified Child Forensic Interviewer who interviewed children who were suspected victims of sexually or physical abuse from ages 2-18. During her employment at Lenoir Police Department, she interviewed over 118 children in that capacity. Jessica has also attended many hours of training (specifically related to child abuse) throughout her career. She currently serves as the Toys for Tots Coordinator for Caldwell County, where on average they assist 800 children each year. Her husband served with her at the Lenoir Police Dept and they have 2 children. She married into the Oak Hill Community since her husband is a lifelong resident. She is proud to call Oak Hill her home. Jessica's attention to detail will serve the board well when evaluating staff performance and ensuring that the school stay on mission and vision.

Stephanie Sparks Lail: Stephanie is the CFO of STAT Industrial Environmental Services here in Caldwell County. She has a BS in business from ASU and a MA in Occupational safety. Stephanie says numbers are her thing! She was also the girls volleyball and softball coach at the former Oak Hill School and looks forward to enrolling her girls in the charter school. Stephanie's experience as a CFO will bring an important eye to the school's finances, ensuring that money is allocated appropriately.

Elizabeth McRary Long: Elizabeth (Libby) is a retired teacher from the Caldwell County School system. She taught at Granite Falls Middle School for many years. Her specialty is teaching ELA. Libby is a very active volunteer in the Oak Hill Ruritan Club and several other non-profit organizations around the county. She loves the Oak Hill Community and enjoys helping others in any way she can. Libby's educational background is invaluable to the board. Her experience and appreciation for a back-to-basics education will ensure that the board and staff fully understand the curriculum and properly evaluate student and staff performance.

Q73. Explain how this governance structure and composition will help ensure that a. The school will be an educational and operational success; b. The board will evaluate the success of the school and school leader; and c. There will be active and effective representation of key stakeholders, including parents.

To ensure the academic and operational success of the school, the board will work together to make organizational and policy decisions. The board will be ultimately responsible for all operations of the charter school, but will delegate the day to day operations to the principal. To ensure that the best possible decisions are made, the board will participate in continuing board development and use proven best practices. The board will gather information from a variety of sources including the School Improvement Team, the Parent Teacher Organization, the administration, and surveys of parents,



students, and staff. The board will get regular reports from the principal and the board committee that will keep them informed about all areas of school performance and will be used to help them make decisions.

The board is fully determined to achieve the school's governance goals of excellent attendance at board meetings, SBE governance compliance, and annual in-person and group continuing education in best governance practices.

Q74. Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?

Kelly McIntyre, the board chair was the main driver for Oak Hill Charter School. She recruited Jan Greene, a former county commissioner with extensive community connections to serve initially. From there, Kelly worked with Jan to recruit the remaining members who had a passion for the proposed mission and vision of the school. The recruiting to the board began in April 2020 as the Caldwell County School board was weighing the consolidation of schools and staffing cuts due to budget woes. Libby McRary Long was recruited specifically by Kelly McIntyre because of her experience as an educator at both the elementary and middle school levels. John McRary was recruited because of his direct ties to the Oak Hill community and businesses. Jessica Smith was recruited for her experience as a law enforcement, but specifically due to her extensive work with children at the Lenoir Police Department. Lastly, Stephanie Lail was recruited to the board due to her connections to the Oak Hill community, but mainly because of her experience as CFO at STAT Industrial Environmental Services in Caldwell County.

The board has already started to look forward in identifying new members. The board has a Community Outreach Committee with approximately 30 active community members interested in helping the school get off the ground upon approval. While not all have an interest in serving on the board immediately, they have indicated interest once the school is approved. In the short term, the board has identified one potential new member, Eric Wilson, a retired Caldwell County Schools educator who taught elementary and middle school grades who whole-heartedly supports Oak Hill Charter School's back-to-basics curriculum. The School plans to add one more board member between now and the school's opening. This will ensure a proper balance of expertise and delegation of responsibilities as the school gets ready to open.

Q75. Describe the group's ties to and/or knowledge of the target community.



All of the founding board members live in Caldwell County. While not all live in the Oak Hill Community, all of them have direct ties to the community whether socially or professionally. Libby McRary Long spent her career teaching in a neighboring community, but is a dedicated volunteer at the Oak Hill Ruritans. Kelly McIntyre has deep community ties to the Oak Hill area dating back to the early 1800s. Stephanie Lail does not live in the Oak Hill area, but has spent a lot of time as the Oak Hill softball coach. Jessica Smith lives in the Oak Hill community and has extensive law enforcement experience. Jan Greene served on the Board of County Commissioners and was a substitute teacher in the Oak Hill area. Lastly, John McRary and his wife have a son who was in the 3rd grade at Oak Hill Elementary School. This board has deep ties not only to the county, but to the Oak Hill community one way or another.

Q76. Outline the strategic board calendar detailing how often the board will meet according to the bylaws established.

The board plans to meet once a month, at least 10 times a year. Currently, the board is meeting the second Tuesday of every month. That is subject to change as the board will adjust the meeting calendar to ensure that the school can open on time with proper board approvals.

Q77. What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation.

New board members will be required to participate in the board's Orientation Plan. Key points of the plan include a primer on the charter contract, charter law, SBE CHTR policies, open meetings law, and public records law; attending at least one school community event; and observing in a classroom. Board members will be expected to participate in ongoing board development. The board may use a combination of training provided by the Office of Charter Schools, the NCAPCS, books, professional development coaches, and annual board retreats. A specific requirement for hours of board development for each board member will be laid out and agreed to in the Board Commitment Letter that each board member will sign.

Q78. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts

Oak Hill Charter School's board members have a fiduciary responsibility to the school. They avoid or disclose conflicts of interest, and act in an ethical manner that credits the board, the school, and the staff. Each board member will be required to sign a conflict of interest statement and annually disclose any conflicts or potential conflicts of interest. When a conflict of interest occurs or may even appear to occur, the affected board member should advise the board before any vote or even discussion of the issue. Also, other board members have the obligation to bring before the board any potential conflicts even if the



issue involves another board member. If, in the board's opinion a conflict exists, then the member affected shall not participate in any discussion or vote on the matter in question. We define a conflict of interest as a condition that exists when circumstances create, or are perceived to create, a risk that judgment or actions by a person or entity, regarding their interest in the School, will be unduly influenced by a secondary interest of that person or entity. Interests may be pecuniary, professional, personal, or any interest that affects judgment or action.

To avoid conflicts and to mitigate conflicts the board will ensure that its policies and decisions do not enhance the possibilities of conflicts. We will recognize the items in our charter contract and state law involving board relationships, nepotism, and those staffing relationships. We'll also work closely with our accountants and auditors to maintain internal controls and policies reflecting best practices in this area.

Q79. Explain the decision-making processes the board will use to develop school policies.

Oak Hill Charter School's board will use a variety of information to aid the decision making process and policy development. New board policies, or revisions of existing policies will start in the appropriate board committee. If the policy does not originate in the governance committee, then the committee recommendation will then go to the governance committee. The governance committee will make a recommendation to the full board about whether a new policy is needed and what it should contain. In making decisions, the board may consider recommendations from the administration, School Improvement Team, PTO, and board committees. Because important stakeholders are involved with all of these bodies, the board will effectively be getting input from all of the stakeholders. The board may also look at data including test scores, survey results, student performance statistics, community service performed, suspension rates, and reportable incident rates. Before being finalized and implemented, new board policies will be made public and the board will solicit input from parents and staff. The board will carefully consider any input received before voting on any new policies. Lastly, the board will encourage a board (and school) culture that allows for missteps. We believe that only by taking chances can one take larger and bolder strides, thus moving more efficiently. Board members will be encouraged to suggest creative ideas, vote independently, and be comfortable with board decisions that may not be unanimous or in their favor. This will make a healthier board and public charter school.

Q80. Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.

The School will have a couple of important advisory bodies that will help the board in the governance of the school.



SIT: The School Improvement Team will be led by the principal and include other administrators, teachers representing each grade level and department, one board member, and at least two parents. The SIT will be responsible for developing and recommending amendments to the School Improvement Plan on an ongoing basis. They will meet at least once per month. The SIT will analyze, collect data, and make recommendations to the board in all areas of instructional programs, practices, and procedures.

PTO: The Parent/ Teacher Organization will operate as a separate organization sanctioned by the board. The PTO will consist of parent officers, committee chairmen, the principal, assistant principal, and three teacher representatives. The PTO will help oversee and facilitate extracurricular, recreational, social, and community service activities of the school. Both the SIT and the PTO will work collaboratively with the principal and school community and give monthly reports to the board of directors.

Q81. Discuss the school's grievance process for parents and staff members

The staff grievance process, as outlined in the staff handbook, first calls for the staff member to bring up any problems with his or her immediate supervisor. If the issue is not resolved, the staff member will then outline the problem in writing and submit it to the principal. If the principal does not resolve the issue to the staff member's satisfaction, an appeal can be made to the personnel committee of the board. If the staff member is not satisfied with the results of the personnel committee, he or she may request a hearing of the full board of directors.

The grievance process for parents is similar, and will be outlined in the student handbook. The parent must first take the issue to the staff member with whom the parent or student has an issue. If the issue is not resolved, a formal, written grievance may be submitted to the principal. If the principal is not able to resolve the issue, the parent may request a hearing before the full board of directors. At the hearing, the parent and/ or his or her representative will be given a chance to present the grievance.

Q82. Attach Appendix G Organizational Chart

- A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :




oak-hill-charter-school-organiza...

Q83. Attach Appendix H Charter School Board Member Information Form and Resume

- A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form

Upload Required File Type: pdf, excel, word Max File Size: 30 Total Files Count: 50

Resources :



Evidence :


OHCS Board Questionnaire.pdf


Janice LeFevers Greene resume....


Libby McRary Long Resume.docx


Mcintyre Board resume.docx


Stephanie Lail resume.docx


Jessica Smith resume.pdf


John McRary resume.docx

Q84. Attach Appendix I Charter School Board Member Background Certification Statement and Completed Background Check for Each Board Member

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 50

Resources :



Evidence :



 mcintyre background ck st.pdf	 Jan Greene background ck st.pdf	 Libby background ck st.pdf
 john mcrary background ck st.pdf	 JSmith Background Check Form...	 Charter School Board Member B...
 E0143082.PDF	 E0143082.PDF	 E0143002.PDF
 E0143003.PDF	 E0143006.PDF	 E0143005.PDF

Q85. Attach Appendix J Proposed By-Laws of the Nonprofit Organization or MunicipalityThe proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 3

Evidence :


Bylaws- Oak Hill.doc

Q86. Attach Appendix K Articles of Incorporation or Municipal CharterIf the applicant is a non-profit board of directors, attach a copy of the articles of incorporation from the NC Department of the Secretary of State.If the applicant is a municipality, attach a copy of the municipal charter.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments :

Not Applicable

Evidence :



articles of inc (1).pdf

10.3. Staffing Plans, Hiring, and Management

Q87. **Projected Staff** Complete the staffing chart below outlining your staffing projections. Adjust or add functions and titles as needed to reflect variations in school models. Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings, and align with the proposed budget.

Please see the attached.

Resources :



Evidence :



Staffing Chart Template.xlsx

Q88. **Staffing Plans, Hiring, and Management.** Explain the board's strategy for recruiting and retaining high-performing teachers.

The board personnel committee will initially recruit a qualified principal. As soon as a principal has been identified, he or she will become a leader of the recruiting and hiring process. Advertising for open positions will be done through the school website, social media, local newspapers, and college and university placement centers. The School's teachers will be professional, high performing teachers who have a strong belief in our mission. We will have a mentoring process that will allow experienced teachers to guide and mentor new teachers. The School will offer an administrative team that supports the teacher in his or her pursuit of a safe and orderly environment. We will survey the staff at least once per year and use data from the survey to inform decisions. Teachers will be given a voice as stakeholders by having representatives on the School Improvement Team (SIT) and the Parent Teacher Organization (PTO). The principal and the board personnel committee will develop a clear, consistent rubric that will be used to make salary and bonus decisions and the Sc will have a variety of high-quality and relevant professional



development opportunities. The School's evaluation rubric will also focus on the character education program's three big ideas and character traits. These are extremely important in upholding the school's culture.

Q89. If already identified, describe the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Provide specific evidence that demonstrates the capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that (s)he has completed or is currently participating in. If no candidate has been identified, provide the job description or qualifications, and discuss the timeline, criteria, and recruiting/selection process for hiring the school leader

The principal will be responsible for overseeing the day to day operations of the school. He or she will implement the policies approved by the board of directors and will, at the direction of the board, supervise the school staff and ensure the school's compliance with all applicable laws, SBE policies, and testing procedures. The principal must be committed to the mission of the School and willing to work collaboratively to achieve the school-wide goals as set out in the application and the school improvement plan. Professional education experience and a master's degree in school administration is preferred.

The School plans to identify the Principal early on to ensure that they could attend the Ready to Open trainings. The Personnel Committee will be responsible for evaluating all of the applicants, interviewing the applicants, and making finalist recommendations to the full board. The full board will then interview the finalist candidates, make a recommendation and hold a vote to hire the principal.

Q90. Attach in Appendix O the School Leader's Resumelf school leader has been identified, include the school leader's one-page resume in Appendix O.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Comments :

Not Applicable

Evidence :


Untitled document (2).pdf

Q91. Provide a description of the relationship that will exist between the charter school employees and the school's board of directors.



The employees of the School will be employees of the board of directors. The board will hire and directly supervise the principal who will, with the help of other administrators when appropriate, directly supervise the other staff members. The board will approve all hires, position changes, terminations, staff policies, and staff procedures.

Q92. Outline the school's proposed salary range and employment benefits for all levels of employment.

Principal: \$70,000-\$75,000

Teachers: \$35,000-\$48,000

EC Teachers: \$40,000-\$44,000

Office Manager: \$28,000-\$32,000

Specials Teachers (part time): \$17,000-\$19,000

Teacher Assistants (part time): \$14,000-\$16,000

Admin Assistant (part time): \$17,000-\$19,000

Bus Drivers (part time): \$12,000-\$13,000

All full time employees will be offered healthcare, dental, vision, disability, and life insurance along with a 503b retirement plan with a proposed 4% match. The School plans to offer full time employees 10 days paid time off for the school year.

Q93. Provide the procedures for handling employee grievances and/or termination

The employee grievance policy will offer employees a process for resolving situations in which they feel they have been wronged, including wrongful termination. The first step in the grievance process is for the employee to speak to his or her immediate supervisor about the problem. If the issue is not resolved to the employee's satisfaction, a written grievance may be submitted to the principal. If the principal does not resolve the issue, the grievance will be submitted to the board personnel committee. If the committee does not resolve the issue, the employee may submit a written request for a hearing before the full Board of Directors.



The principal, as the direct supervisor of the employees, will have the responsibility to evaluate and develop employees. If, after an appropriate attempt to develop the staff member, including the action plan outlined above, the principal decides that the staff member is not a good fit for the School, he or she may make a recommendation to the board for termination. The final decision to terminate an employee will rest with the board.

Q94. Identify any positions that will have dual responsibilities and the funding source for each position

As a public charter school, many staff members at the School may have dual roles and responsibilities. Some employees may be hired as part time employees and may hold positions outside of the School. Any employees with dual roles and responsibilities will be funded completely out of the general operating budget. Starting off, there will be one Core Content Teacher acting also as the Curriculum Coordinator.

Q95. Describe the plans to have qualified staffing adequate for the anticipated special needs population and means for providing qualified staffing for EL and gifted students

The special needs population, including ELL students, has been estimated based on the experience of other similar charter schools and staffing for the anticipated EC population is provided for in the budget. The School has budgeted for one EC Director starting in the first year. With an initial enrollment of 184 and estimating a 12% EC population, the School expects approximately 22 EC students. Some EC services, such as speech therapy, occupational therapy, and psychological services will be contracted out to qualified professionals. The contracted services also includes assistance for the EC Director in the first two years. The budget reflects estimates for those services based on the same projected 12% EC population. The process for hiring qualified EC staff is the same that will be followed for hiring other staff members.

Gifted students will be served by classroom teachers who have been trained in classroom differentiation and by a rigorous, challenging academic program.

Q96. Provide a narrative detailing the roles and responsibilities, qualifications, and appropriate licenses that each position must have to be hired by the school's board of directors and effectively perform the job function(s).

Principal: The principal will be responsible for overseeing the day to day operations of the school. He or she will implement the policies approved by the board of directors and will, at the direction of the board, supervise the school staff and ensure the school's compliance with all applicable laws, SBE policies, and testing procedures. The principal must be committed to the mission of the School and willing to work collaboratively to achieve the school-wide goals as set out in the application and the school improvement plan. Professional education experience and a master's degree in school administration is preferred.



Curriculum Coordinator: The curriculum coordinator will be one of the core content teachers. They will be responsible for supporting teachers in the implementation of Core Knowledge, Saxon Math, and Shurley English, as well as any other curricula approved by the board. He or she, with support and direction from the principal, will ensure that the School's educational program is implemented with fidelity. He or she will support teachers in PLCs, serve on the board academic committee, and work with the Core Knowledge Foundation to coordinate evaluations and professional development that will support the School in its efforts to become an official Core Knowledge school. He or she will have a bachelor's degree, will be committed to the mission and goals of the Academy, and have relevant education experience.

Core Content Teachers: Core Content Teachers will be responsible for teaching the subject matter, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the School's community. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Teachers must have the ability to become highly qualified in their subject area. Licensed teachers are preferred.

EC Director: The EC Director will be responsible for overseeing all EC Teachers, ensuring that all teachers are complying with IDEA and state laws. The EC Director is responsible for developing and implementing IEPs, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the School's community. All EC Teachers must comply with state and federal laws. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Licensed EC Teachers are required.

EC Teachers: EC Teachers will be responsible for developing and implementing IEPs, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the School's community. All EC Teachers must comply with state and federal laws. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Licensed EC Teachers are required.

Teacher Assistants: Teacher Assistants are responsible for reinforcing lessons presented by teachers by reviewing material with students one-on-one or in small groups. They are responsible for enforcing school and class rules to help teach students proper behavior. All Teacher Assistants will help teachers with



record keeping, such as tracking attendance and calculating grades.

Part-Time Elective Teachers: Teachers will be responsible for teaching the subject matter, maintaining safe and orderly classrooms, working collaboratively to further the mission and goals of the school, maintaining accurate records, and contributing to the School's community. All teachers must have a complete understanding of the subject matter, and a bachelor's degree. Licensed teachers are preferred.

10.4. Staff Evaluations and Professional Development

Q97. Identify the positions responsible for maintaining teacher license requirements and professional development.

The principal will be ultimately responsible for maintaining teacher licensure requirements and coordinating professional development.

Q98. Provide a detailed plan noting how the school will mentor, retain and evaluate staff in a format that matches the school's mission and educational program. Plan should also describe how the school will meet the teacher certification and licensure requirements for teachers as prescribed by state and federal law. Be sure this overview matches with the projected staff and funding of the proposed budget section.

The principal will be responsible for the professional development of all the staff, serving in effect as a mentor to all teachers and staff. Additionally, new teachers will be assigned experienced teachers to serve as mentors. Observations will be conducted in several different ways. The principal will conduct formal classroom observations at least once per quarter. These observations will be followed up with feedback in a post-observation meeting with the administrator. Additionally, an administrator will conduct informal walk-throughs at least twice per quarter. The principal will provide feedback from these informal observations in the form of a walk-through form that will be given to the teacher after the visit.

For new teachers, mentors will also observe and provide feedback and support on a quarterly basis. Retaining high quality teachers will be a priority for the administration and the board. Teachers will be surveyed once or twice per year. The survey results will be reported to the personnel committee and full board and will help inform the decisions that are made for the school's hiring committee, and various board committees. A teacher evaluation rubric will be developed and used for the annual teacher evaluations. Indicators will include parent surveys, NWEA scores in growth and proficiency, EOGs, NCEES data, parent satisfaction survey results, additional roles and responsibilities, and involvement with the the Academy's community. Scores from the rubrics will be used to determine annual raises and bonuses, if funds are available.



Q99. Describe the core components of the professional development plan and how these components will support the effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.

The staff development plan consists of three distinct kinds of development:

Formal: The formal, staff-wide development will be delivered internally, sometimes by an administrator and sometimes by someone brought in with expertise on a specific topic. Formal development will include most of the before school professional development days and will also occur during many teacher work days and monthly staff meetings.

Individual: Individual professional development includes external, subject specific training. For new teachers, mentors will provide valuable development in the form of frequent feedback and support. Instructional observations, coupled with feedback from the principal and other administrators will provide further valuable professional development for the staff. The curriculum coordinator (designated and experienced core content teacher) will work with teachers individually to provide support, coaching, modeling, and other assistance.

Small Group: Teachers will be expected to meet in small groups weekly. These professional Learning Communities will serve as another way for teachers to evaluate their lessons, plans, and instruction. The administrators and curriculum coordinator will frequently attend these meetings and offer feedback, coaching, resources, best practices, and support with the goal of improving instruction and student learning. New teachers will also participate in new teacher training in the form of monthly small groups where they will receive training and support to help them develop and grow into effective, experienced educators.

Q100. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

The principal will be responsible for planning the professional development of the staff. Five full days of PD are scheduled before school begins and are reflected in the school calendar. Three of those days will be Core Knowledge training. The School plans to work directly with Amplify for the initial CKLA training and then work with Core Knowledge Foundation's certified trainer, Cathy Kinter on Social Studies, Science, Arts, and Music. Other topics to be covered include how to successfully implement Saxon Math, Shurley



English, and Core Essentials. Interpreting NWEA results, classroom management and classroom differentiation will also be covered. Topics from the days before school starts will be revisited periodically throughout the year on teacher workdays and during monthly staff meetings. After the five full days of Professional Development, teachers will have the following Monday and Tuesday to attend their own professional development and setup their classrooms before starting school on that Wednesday.

The intense Core Knowledge training will go over ED Hirsch's philosophy in developing this very intentional curriculum and why fidelity to Core Knowledge is so important. Teachers will be able to go over each subject and work with fellow teachers and the trainer on implementation in the training. Saxon Math provides their professional development via webinar and spends a half day with teachers going over the guides and proper implementation. Shurley English and Core Essentials also provide the same approach as Saxon Math.

Additionally, the School will provide NWEA MAP training, helping teachers interpret the test results and using that data to drive instruction. Lastly, the School will also provide Hazards and CPR/First Aid training for all staff. This will ensure that all classrooms are safe and secure.

Q101. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

The School will have five initial days of professional development right before school starts (times are subject to change):

Day 1:

1. Principal Introduction (Mission, Vision, Goals, Team Building), 4 Hours
2. Core Knowledge (Philosophy, CKLA- curriculum & implementation), 4 Hours

Day 2:

1. Core Knowledge (CKLA- classroom management, domain walls, review), 4 Hours
2. Saxon Math (Curriculum & Implementation), 4 Hours

Day 3:

1. Core Knowledge (Social Studies, Science Maps, Arts & Music- curriculum & implementation), 4 Hours
2. Shurley English/Grammar (Curriculum & Implementation), 2 Hours
3. NWEA MAP (Testing, Interpreting Results, Driving Instruction), 2 Hours



Day 4:

1. Hazards, First Aid/CPR Training, 4 Hours
2. Core Essentials (Curriculum, School Culture, Student Focus, Teacher Focus, Parent Focus, Evaluations), 4 Hours

Day 5:

1. Handbooks & Policies/Expectations (Employee Handbook, Student/Parent Handbook), 2 Hours
2. EC Overview (IDEA, Reporting, Data, Expectations), 1 Hour
3. Principal Closing Remarks, 1 Hour
4. Professional Learning Community Meetings/Planning/Classroom Setup, 4 Hours+

The following week, teachers will have the opportunity to setup their classrooms on Monday and Tuesday in preparation for school to begin on Wednesday.

Throughout the year, teachers will have professional development opportunities both in school and outside of school. The budget has set aside professional development for teachers to seek training related to the curriculum and approved by the principal.

The calendar has placed professional development days that align with Core Knowledge's schedule when certain domains are completed. This will allow the principal and the teachers evaluate their progress and target certain areas needed for improvement. The professional development days will allow them to focus on these areas. Shurley English/Grammar provides webinar opportunities throughout the year at no cost to teachers. Additionally, the principal will evaluate the progress of the School as a whole to know the appropriate topics to cover with staff.

10.5. Marketing, Recruitment, and Enrollment

Reaching the full capacity for enrollment will be critical to obtaining the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions 115C-218.45 carefully.



Q102. Marketing Plan Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: (G.S.115C-218.45(e)).

Oak Hill Charter School will market to students and parents in the following ways:

Community Events:

Oak Hill Charter School will participate in numerous events throughout the year to recruit families and make the community aware of the School. The School will work with their Community Outreach Committee to recruit volunteers for a minimum of the following events:

- Blackberry Festival (vendor table & sponsor)
- Molasses Festival (vendor table & sponsor)
- Lenoir Christmas Parade (float in parade)
- Smoking in the Foothills (vendor table & sponsor)
- Taylorsville Apple Festival (vendor table & sponsor)
- Hudson Butterfly Festival (vendor table & sponsor)

Digital Marketing:

Oak Hill Charter School will invest in targeted digital ads. The School has seen significant success on Facebook, but looks to expand to Instagram, Google Ads, and local news sites. The School currently has a website through Wix.com that has driven sign ups and letters of support from community members.

Paper Marketing:

Oak Hill Charter School will team up with Cactus Mailing out of Arizona which does a lot of postcard marketing for charter schools. The School will invest in numerous mailings to target families in the school's age range. The targeting will get narrower as time goes on to focus on only remaining spots available for the school. The School also plans to place ads in the local paper, the News-Topic.

Parent Interest Meetings:



The School will look to hold in-person and virtual meetings for parents interested in attending the school. All meetings will give an overview of the academics, school culture, and operations that include transportation, meals, etc. The School has already held two Parent Interest Meetings to great success and gathered over 25 additional parent email signups and several community volunteer signups.

Community Outreach Committee:

Oak Hill Charter School has received enormous community support with many community members interested in helping out with the school. Due to this outpouring of support, Kelly McIntyre helped develop the Community Outreach Committee, a growing list of 30-40 volunteers ready to help the school with events, reaching out to local businesses, and connecting with potential Oak Hill Charter School families. The committee is made up of professionally and racially diverse individuals who may not have the time to serve as board members, but can donate their time in other ways to help the school. The first large event was the School's BBQ Fundraiser which saw over a dozen volunteers as the School teamed up with the Oak Hill Ruritans to raise over \$2,500 for the school. The School sold out of BBQ plates and even received extra donations.

Q103. Describe how parents and other members of the community will be informed about the school.

Parents and other members will be notified about the school in numerous ways:

- Community Events
- Digital/Online Advertisements (Facebook, Google, Instagram)
- Digital/Online Accounts (Facebook, Instagram, Twitter, etc)
- Paper Advertisements (Mailers, Newspaper-earned and unearned media)
- Business & Organization Outreach (Local Small Business Partnerships, Community Organizations/Non-Profits)
- Parent Interest Meetings (Oak Hill Community, Lenoir, Hudson, Granite Falls, Hickory, Taylorsville)
- Fundraisers (BBQ Lunch Fundraiser, T-Shirt sales)

Q104. Describe your plan to recruit students during the planning year, including the strategies, activities, events, and responsible parties. Include a timeline and plan for student recruitment/engagement and enrollment, with benchmarks that will indicate and demonstrate suitable recruitment and enrollment practices over time.

Oak Hill Charter School plans to do the following during the planning year to recruit students:



August 2021: The School board plans to team up with the prospective Principal and the Community Outreach Committee to plan out the next year of recruitment. The board plans to appoint a member to set a calendar of events and the minimum number of volunteers for each event. That member will work to ensure the Principal is available to attend those events as the face of the School and that Community Outreach Committee members are able to attend. After planning out main community events, the designated board member will work to coordinate a paper marketing campaign, preparing a door-to-door campaign in the Lenoir, Granite Falls, and Hudson communities, which have a higher population density. They'll work with the Principal to recruit volunteers from the Community Outreach Committee to canvass these communities. Each marketing flyer will have an upcoming Parent Interest Meeting on it to ensure that we stay connected to families once we've made initial contact. The flyers will also drive families to our website to complete our Intent to Enroll Form.

September 2021: The School will continue to host Parent Interest Meetings and continue their community canvass campaign. The designated board member and the Principal will start recruitment for volunteers for the Molasses Festival in Granite Falls and the Taylorsville Apple Festival. By the end of September, the School plans to have at least 100 Intent to Enroll Forms completed.

October 2021: The School will continue to host Parent Interest Meetings and continue their community canvass campaign. The School plans to host another BBQ Fundraiser in the Oak Hill Community and increase the number of plates sold from 200 to 300. They will invite potential families who completed the Intent to Enroll Form to keep them engaged. The funds raised will help cover the cost of early online marketing campaigns and mailers. The School plans to send out its first mailer to potential families in October with the future Open Enrollment Period dates. The School will attend the Molasses Festival and Taylorsville Apple Festival. By the end of October, the School plans to have 150 Intent to Enroll Forms.

November 2021: With the Open Enrollment Period starting November 29th, the School plans to host three Parent Interest Meetings, one in Lenoir, one in Hudson, and one in the Oak Hill Community. The meeting in the Oak Hill Community will take place on November 29th, the day the Open Enrollment Period begins. Parents will have the opportunity to complete an enrollment application on site at the meeting. The School will send out a second mailer to potential families and continue online marketing. The School will continue to email interested families about the upcoming Parent Interest Meetings and the Open Enrollment Period. The School plans to have at least 200 Intent to Enroll Forms completed by November 29th.



December 2021: The School will continue to host Parent Interest Meetings and continue their community canvass campaign. The School will be participating in the Lenoir Christmas Parade. Efforts will be led by the designated board member and the Principal. As needed, the designated board member may delegate responsibilities to members of the Community Outreach Committee. As families complete their enrollment applications, they will be notified of school events and be encouraged to recruit other families to apply. The School plans to have at least 125 enrollment applications by the end of December.

January 2022: The School will continue to host Parent Interest Meetings and continue their community canvass campaign. The School will release another set of mailers targeting specific families to help meet our enrollment numbers in specific grades that do not have enough applications and to meet our expected demographics. As families complete their enrollment applications, they will be notified of school events and be encouraged to recruit other families to apply. The School plans to have at least 200 enrollment applications by the end of January.

February 2022: The School's Open Enrollment Period will end on February 4th. There will be a Parent Interest Meeting on February 4th to ensure that parents on the fence about the school can have a final opportunity to submit their enrollment application before the Open Enrollment Period ends. If needed, the School will host their lottery within two weeks. After the lottery, selected families will be asked to attend orientation meetings to keep them engaged and keep attrition low. If needed, the School will send out mailers to fill out remaining spots. The School will continue Parent Interest Meetings for any remaining spots.

March 2022 - July 2022: The School will host events for newly enrolled and waitlisted families. Oak Hill Charter School realizes the importance of keeping our enrolled families engaged to avoid a high attrition rate. The School will host at least two events each month for families to learn more about the curriculum and culture of the School. This will also be an opportunity for future families to meet the Principal and prospective staff. The Principal and Office Manager will work with parents to ensure all enrollment paperwork is properly completed in accordance to the School's policies and that any additional paperwork and/or surveys are completed. The School plans to have parents complete a transportation and meals survey to correctly record participation numbers. Oak Hill Charter School will continue to monitor the waitlist and any new enrollment applications and accept students as spots become available. The School



will continue Parent Interest Meetings for any remaining spots and purchase online and paper advertisements as needed. Starting in June, the School will begin having school tours for new families to give them an idea of the educational spaces and get them excited about the start of school. The Office Manager along with the Principal will be responsible for calling all families to keep in touch, get remaining paperwork, and ensure their attendance for the 2022-2023 school year. Additionally, the School will keep track of families that attend each of the events hosted monthly. Those with low attendance rates at the events will receive phone calls to ensure that they will still be attending Oak Hill Charter School.

August 2022: Oak Hill Charter School will host an Open House before the start of the school year. Teachers will call their new students and the Principal will keep track of non-responsive families. The School will be in touch with waitlisted families to ensure their interest in the school as spots may become available. The School will carefully and accurately track their attendance for the first 20 days of school to meet its enrollment projections.

Q105. Describe how students will be given an equal opportunity to attend the school. Specifically, describe any plans for outreach to: families in poverty, academically low-achieving students, students with disabilities, English learners, and other students at-risk of academic failure. If your school has a specific area of focus, describe the plan to market that focus.

Outreach to Families in Poverty:

As previously mentioned, Oak Hill Charter School has a Community Outreach Committee. In order to reach families in poverty, the School will activate the committee for a door-to-door canvassing campaign. The canvassing will target families in key areas of Lenoir and surrounding communities. To reach families in poverty in less populated areas, the School plans to send mailers to targeted zip codes with higher levels of poverty.

Outreach to Academically Low-Achieving Students:

As previously mentioned, the School will be hosting Parent Interest Meetings on a regular basis. These meetings will go over how Core Knowledge and Saxon Math have worked well for low-achieving students and help them get back up to grade level. The Principal will be responsible for communicating this to families. Additionally, when going door-to-door, part of the messaging will be that this school is for all students regardless of achievement and that the curriculum, while rigorous, has proven to be successful across the board.



Outreach to Students with Disabilities:

Oak Hill Charter School plans to reach families who have students with disabilities by stressing the better student to EC teacher ratio. At Oak Hill Charter School, the EC teacher will have a considerably smaller workload than many of the district schools. Communicating this advantage to families at Parent Interest Meetings and on canvassing material will be extremely helpful. The School will also work to identify the EC Director early on in the Ready to Open process to ensure that future families can build a relationship with them and be confident that the School will meet the needs of their child(ren).

Outreach to English Language Learners:

As previously mentioned, Oak Hill Charter School has a diverse group of volunteers on their Community Outreach Committee. Our diverse group includes members of the Hispanic community who are fluent in Spanish. While not all English Language Learners are Hispanic, they make up the largest percentage of that group, especially in Caldwell County. The School plans to utilize these Community Outreach Committee members while canvassing neighborhoods and at Parent Interest Meetings and events to ensure that the School will meet the needs of their child(ren). The School also plans to reach English Language Learners through online and newspaper advertisements in Spanish.

Q106. What established community organizations would you target for marketing and recruitment?

Oak Hill Charter School is proud to have already established a successful relationship with the Oak Hill Ruritans, helping the school raise over \$2,500 at their BBQ Fundraiser. The Oak Hill Ruritans have offered their facility to host Parent Interest Meetings and additional assistance in helping recruit families for the school. Additionally, the School will build a relationship with the Caldwell County Chamber of Commerce to get word out to other businesses and families about the opening of the school. The School has already been featured in the News-Topic newspaper in Lenoir. The School will continue to maintain that relationship to ensure that Oak Hill Charter School is properly marketed.

10.6. Parent and Community Involvement

Q107. Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.

As previously mentioned, the School has a set schedule for communicating with parents and community members. The School will use digital and print media to gather community interest. The School will have an active signup page to gather volunteers for the Community Outreach Committee. As that committee



grows, they will be responsible for canvassing neighborhoods and attending community events to keep the community and parents up to date on the school's progress and open enrollment period.

Oak Hill Charter School will utilize their email list to send constant updates to interested families. Once families are enrolled, they will be kept up to date on a separate list. The School will build on their relationships with community organizations such as the Oak Hill Ruritans and the Chamber of Commerce to ensure that the community stays engaged. The School still plans to have a BBQ Fundraiser with the Oak Hill Ruritans on a quarterly basis and to consistently increase the number of plates sold to increase their reach to other parts of the county and make it a larger event for the community.

Q108. Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.

Oak Hill Charter School will engage parents frequently via email, through parent-teacher conferences, school events, and community events. Parents will be expected to be constantly engaged and understand the back-to-basics curriculum that the school offers. The Principal will be expected to host events such as Curriculum Night and Core Essentials Night to ensure that parents know what students are learning and how they can help at home. Parents will be an important part of the school's culture. As stated in the mission, the School is preparing students to meet the challenges of not only today, but tomorrow as well. Parents are an important part of that. Parents will be highly encouraged to volunteer at school events, attend Curriculum Nights and be a present a parent-teacher conferences. Teachers will be encouraged to keep in mind the three "big ideas" outlined in Core Essentials when engaging with parents to ensure that they are doing what's best for their children.

Q109. If already identified, describe any programs you will offer to parents and/or the community and how they may benefit students and support the school mission and vision.

The School has already defined three committees to help further the school's mission and vision. As previously mentioned, the School has a Community Outreach Committee already established. The Community Outreach Committee seeks to further the school's mission by educating the public about the school and recruiting new families. The School will also have a Parent Teacher Organization that will work to enhance the mission and vision of the school, helping fund classroom projects, field trips, and enhance the school culture. Additionally, Oak Hill Charter School will have a School Improvement Team (SIT) that will look critically at the school's direction and keep them on mission. The School Improvement Team which includes a parent representative, will look at the school's mission and goals, and help make suggestions on how the school can improve.



10.7. Admissions Policy

Q110. Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

- Tentative dates for the open enrollment application period, enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.
- Clear policies and procedures detailing the open enrollment lottery plan, including policies regarding statutory permitted student enrollment preferences.
- Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.
- Explanation of the purpose of any pre-admission activities (if any) for students or parents.
- Clear policies and procedures for student withdrawals and transfers.

The open enrollment period will begin Monday, November 29th, 2021 and end on Friday, February 4th, 2022 at 5:00 pm. Before final approval, interested parents may fill out a letter of interest. Everyone who submits a letter of interest will be contacted and informed about how to apply as soon as final approval is granted. To apply to Tillery Charter Academy, parents must fill out an application and mail it or hand deliver it to the school's temporary office. There will also be an option to fill out an online application. To be included in the lottery, applications must be in the office by 5 pm on February 4th, 2022.

If a lottery is necessary, it will be held in a public place and announced on the School's website and Facebook page. All of the names for the lottery will be written on cards and drawn at random. After all of the names have been drawn to fill the available spots, the rest of the names will be drawn and placed on a numbered waiting list. Families need not be present at the lottery to accept enrollment. Families will be notified in writing whether they were drawn in the lottery and will be offered a spot for enrollment or where they were placed on the waiting list. Enrollment paperwork will be sent to students who secure a spot in the lottery process.

The Academy will give preference in the lottery to:

- students of full-time staff
- students of board members

For siblings, multiple birth and otherwise, Oak Hill Charter School will enter one card in the lottery with the names of all of the siblings on it. If the family card is drawn in the lottery, the Academy will offer enrollment to all of the siblings on the card. Following that procedure should ensure that siblings will be



able to stay together and all attend the School. After the first year, siblings of students who were enrolled at the Academy the previous year will also get enrollment preference.

If a spot opens, the first student from the waiting list will be offered the spot through the first day of the second quarter. Families will be offered information and a reasonable amount of time to make the decision to accept or decline the spot. If the family chooses to decline the offer of enrollment, the next student on the waiting list will be offered a chance to enroll. If a student wishes to withdraw from the School, they will be asked to do so in writing. The parents will fill out a form that asks them to list the reason for the withdrawal. If the reason for the withdrawal is transportation the principal will ask to meet with them to formulate a personal transportation plan so that the student can remain at the School.

Oak Hill Charter School will have no preference for previously enrolled students. If a student wants to transfer to another school, he or she will first have to be withdrawn from the School, using the procedure outlined above.

There will be no pre-admission activities for students or parents of the School.

Students withdrawing from the School will be asked to do so in writing. The withdrawal form will include the reason for the withdrawal and the school to which the student will be transferring.

While the School has not agreed to a weighted lottery, the board will evaluate this option every year to ensure that it is meeting the needs of the students it has planned to serve.

Q111. Weighted Lottery Does your school plan to use a weighted lottery?

The State Board of Education may approve an applicant's request to utilize a special weighted, or otherwise limited, lottery in certain circumstances. If the charter applicant wishes to deviate in any way from the open lottery normally utilized by charter schools, the following requirements must be met:

1. In no event may a lottery process illegally discriminate against a student on the basis of race, religion, ethnicity, gender, or disability.
2. A lottery process may not be based upon geographic boundaries, such as zip code or current public school attendance zones, unless the charter school is operated by a municipality OR the charter school was



converted from a traditional public school. Municipal charter schools may give enrollment priority to domiciliaries of the municipality in which the school is located (G.S. 115C-218.45(f)(7)), and charter schools that were converted from traditional public schools shall give admission preference to students who reside within the former attendance area of the school (G.S. 115C- 218.45(c)).

3. A lottery process that deviates from the standard lottery must be based upon the school's unique mission and must be based upon educationally, psychometrically, and legally sound practices, protocol, and research.

Yes

No

Q112. If the applicant is requesting to use a weighted, or otherwise limited, lottery, please provide the following:

1) A thorough explanation of how the specific mission of the school, as set forth in the application, requires the utilization of the weighted or limited lottery

Q113. 2) A thorough description of the processes and procedures the applicant intends to use to effectuate the lottery.

Q114. 3) The underlying research, pedagogical, educational, psychometric and legal, that supports the request and the procedures the applicant is requesting.

Q115. This subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

Yes

No

Q116. Explanation (optional):

Goodall Consulting has worked with numerous charter schools on their charter school application. Some of the language used in this application has been used in other applications that Goodall Consulting has written to ensure best practices are used for schools.



11. Operations

Q117. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application

- Yes
 No

Q118. Explanation (optional):

Goodall Consulting has worked with numerous charter schools on their charter schools. Some of the language used in this application has been used in other applications that Goodall Consulting has written to ensure best practices are used for schools.

11.1. Transportation Plan

Q119. Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. Include budgetary assumptions and the impact of transportation on the overall budget. The details of this plan should align with the mission, identified need for the charter school, targeted student population, and the budget proposal.

If you plan to provide transportation, include the following:
a. Describe the plan for oversight of transportation options (e.g., whether the school will provide its own transportation, contract out for transportation, attempt to contract with a district, or a combination thereof) and who on the staff will provide this daily oversight.
b. Describe how the school will transport students with special transportation needs and how that will impact your budget.
c. Describe how the school will ensure compliance with state and federal laws and regulations related to transportation services

Oak Hill Charter School plans to provide bus transportation for students. The School plans to purchase up to two buses from a LEA's surplus lot in close proximity to the School. The School has set aside line items in the budget to address the initial bus costs (including purchase, registration fees, taxes, etc.).

Oak Hill Charter School plans to hire up to two bus drivers working hourly for up to 20 hours a week. Once students have enrolled in the school, parents will be sent a transportation survey to indicate their address and their desire to using bus transportation. The survey will also ask parents if their child requires special transportation. The School plans to have buses that accommodate students with wheelchairs or have other important needs for their safety. Oak Hill Charter School, if needed, plans to partner with Caldwell County's free public transportation system, Greenway to also help with students that have special transportation needs.



Oak Hill Charter School will work with the hired bus drivers to ensure state and federal compliance with the buses. All buses will be inspected and registered properly with the state. All bus drivers will submit the appropriate paperwork and physicals to the state. Copies of all necessary documents will be kept at the School in a locked filing cabinet. The School will be in touch with the state on a regular basis leading up to the School's opening to ensure compliance.

11.2. School Lunch Plan

Q120. Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal. If the school intends to participate in the National School Lunch Program, include the following components in the response: a. How the school will comply with applicable local, state, and federal guidelines and regulations; b. Any plans to meet the needs of low-income students; and c. Include how the school intends to collect free- and reduced-price lunch information from qualified families. If a school intends to participate in the Community Eligibility Provision, describe the methodology the school will use to determine eligibility.

We have a duty to holistically care for and nurture the students of the School, not just academically, but socially as well. Therefore, the School will strive to make sure all students, regardless of income, are able to have a healthy lunch at school. Students at the School will have several options when it comes to lunch at school.

1. Students may bring lunch from home. Milk will be available for purchase.
2. On selected days, students may purchase lunch through an outside vendor. The cost of these lunches will have a small profit built in that will be used to help pay for the lunches of the students who cannot afford to purchase one.
3. Cold lunches will be available for students who forget their lunch. A small profit will be built into the cost of these lunches that will be billed to the parents. This mark-up will be used to help pay for the lunches of the students who cannot afford to purchase one.



4. For students who qualify for free and reduced lunch, the School will plans to provide a lunch. On days when vendor lunches are available, the School plans to provide a free lunch to those who qualify according to the yearly federal standards. Those students who qualify for reduced lunch will pay \$1.50 per lunch.

11.3. Civil Liability and Insurance

The Nonprofit shall name the SBE as an Additional Named Insured to their liability coverage for operation of a charter school while obtaining and maintaining insurance at a minimum in the following amounts:

1. Errors and Omissions: one million dollars (\$1,000,000) per occurrence;
2. General Liability: one million dollars (\$1,000,000) per occurrence;
3. Property Insurance: For owned building and contents, including boiler and machinery coverage, if owned;
4. Crime Coverage: no less than two hundred fifty thousand dollars (\$250,000) to cover employee theft and dishonesty;
5. Automobile Liability: one million dollars (\$1,000,000) per occurrence; and
6. Workers' Compensation: as specified by Chapter 97 of NC General Statute, Workers' Compensation Law

Q121. Complete the attached table, indicating the amount of each type of coverage as outlined in a quote obtained from an insurance provider.

Resources :



Evidence :

Insurance Coverage Template.xl...

Q122. Attach Appendix L: Insurance Quotes

- The applicant must provide a quote from an insurance provider as part of this application (as Appendix L) to demonstrate the levels of insurance coverage and projected cost.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Evidence :



Oak Hill Charter (196).pdf

11.4. Health and Safety Requirements

All public charter schools are required to follow the regulations regarding health and safety as stated in G.S. 115C 218.75.

Q123.

We, the Board members will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

The Board Chair must sign this question.

Signature

Q124. **Start-Up Plan** Provide a detailed start-up plan for the proposed school, specifying tasks, timelines, and responsible individuals (including compensation for those individuals, if applicable).

Oak Hill Charter School

School Start Up Plan

Board Development Plan:



As part of getting the school opened, the Board will continue to seek professional development opportunities. The Board is expected to attend the Ready to Open meetings in Raleigh to ensure understanding of state and federal laws, board governance, finances, and general school operations. The Board will complete and understand all activities and exercises required by OCS for the Ready to Open process. In continuing to develop the School's team, the Board will evaluate all prospective Board candidates that could possibly join the School. The School intends to add at least one more Board member by the time the School opens.

Board Finance Plan:

The board chair and the treasurer will work hand-in-hand with the selected financial group to ensure proper budgets are set as enrollment paperwork comes in. The Board will evaluate all financial service group options and make a final decision by November 2021. There should be an initial budget set by November 2021, then a newly set budget for the February 2022 board meeting based on the number of received applications. From that point on, the budget will be adjusted and presented monthly to the board to help with ordering everything from technology to furniture to curriculum. These estimates will also help the Principal properly assess staffing projections. The treasurer, along with the board chair will be responsible for ensuring that the School has obtained a DUNS number and is registered with SAM in a timely manner in order to receive federal funds.

Principal Hiring & Expectations Plan:

The Principal search will begin once the School is approved by the SBE. The School will look to advertise on sites such as the National Alliance for Public Charter Schools and the NC Association for Public Charter Schools. The Board will look to evaluate and select a Principal by August 2021 so they can attend the Ready to Open meetings in Raleigh. The Board plans to offer the Principal an incentives package based upon their performance in the year leading up to the opening of the School. Upon School starting, the Board plans to compensate the Principal with local funds when they become available. The Principal will be expected to develop School policies during the Ready to Open process and begin the recruitment of staff for the School. The School expects the Principal to identify an EC Director/Teacher early on in the process, by March, as that individual will be helpful in producing EC related policies for the School.



Board Policies Plan:

The Board will be responsible for developing meaningful governance, financial, and other related policies during the Ready to Open process. The Board will ensure that the December and May deadlines are properly met. The Board chair and the Governance Committee chair will be responsible for developing these policies and getting them approved by the full board.

Recruitment & Enrollment Plan:

August 2021: The School board plans to team up with the prospective Principal and the Community Outreach Committee to plan out the next year of recruitment. The board plans to appoint a member to set a calendar of events and the minimum number of volunteers for each event. That member will work to ensure the Principal is available to attend those events as the face of the School and that Community Outreach Committee members are able to attend. After planning out main community events, the designated board member will work to coordinate a paper marketing campaign, preparing a door-to-door campaign in the Lenoir, Granite Falls, and Husdon communities, which have a higher population density. They'll work with the Principal to recruit volunteers from the Community Outreach Committee to canvass these communities. Each marketing flyer will have an upcoming Parent Interest Meeting on it to ensure that we stay connected to families once we've made initial contact. The flyers will also drive families to our website to complete our Intent to Enroll Form.

September 2021: The School will continue to host Parent Interest Meetings and continue their community canvass campaign. The designated board member and the Principal will start recruitment for volunteers for the Molasses Festival in Granite Falls and the Taylorsville Apple Festival. By the end of September, the School plans to have at least 100 Intent to Enroll Forms completed.



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Vendor Selection Plan:

The Board plans to evaluate vendors during the Ready to Open process. The Board will evaluate numerous vendors during this process. The following is a tentative schedule of vendor selection and obtaining final quotes:

- Technology services vendor, January 2022, (will assist with ERate funding)
- Technology vendor, April 2022
- Furniture vendor, June 2022 (finalize enrollment)
- Lunch vendor(s), May 2022
- Curriculum, June 2022 (finalize enrollment)
- EC Related Services, May 2022
- Health Insurance vendor, February 2022 (prospective census)
- Retirement Benefits vendor, February 2022
- School Buses, June 2022

As more services and potential vendors come to the Board's attention, the Board will evaluate their plan and set appropriate deadlines.

Q125. Describe what the board anticipates will be the challenges of starting a new school and how it expects to address these challenges. Submit a Start-up (Year 0) Budget as Appendix O, if applicable.

The Board anticipates that there will be some start up cost challenges, but expect to keep fundraising on the nearly \$3,000 already raised. This will help the Board with some up front costs that the School may incur.

11.5. Facility

Q126. What is your plan to obtain a building? Identify specific steps the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. Present a timeline with reasonable assumptions for facility selection, requisition, state fire marshal and health inspections, and occupation
Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools



Oak Hill Charter School has identified three facilities options and has obtained letters of support from two of them. Union Baptist Church has a ready facility with enough classrooms to serve all of the students at Oak Hill Charter School in year one. Additionally, the Oak Hill Ruritans have offered their facility as well which will accommodate the school as well. Each of these facilities would require little to no work to obtain a Certificate of Occupancy. Additionally, the School has reached out to Caldwell County Schools regarding the vacant Oak Hill Elementary School. Oak Hill Charter School's board is in ongoing discussions with the school district regarding the facility and cannot disclose additional details at this time in the application. Oak Hill Elementary School already has their certificate of occupancy. The Oak Hill Ruritan building did have a certificate of occupancy for a daycare a few years ago. While the building would need to be inspected, it currently meets all of the requirements to receive a certificate of occupancy for education. Union Baptist Church would require an inspection and minor adjustments to obtain a certificate of occupancy for education.

Q127. Describe the school's facility needs based on the educational program and projected enrollment, including: number of classrooms, square footage per classroom, classroom types, common areas, overall square footage, and amenities. Discuss both short-term and long-term facility plans. Demonstrate that the estimate included in your budget is reasonable.

The School will need a total of 10 core content classrooms minimum when built out at full capacity with 210 students. The School is looking for about 500-900 square feet per classroom depending on the grade. In addition to the classroom space, adequate and ADA bathroom facilities, main office space, EC classroom space, principal's office, and a common area (for indoor physical activity/assemblies). These facility needs are reflected in our budget, in our initial conversations with our potential facilities listed, and comparable to space for rent in the county.

Q128. Describe school facility needs, including: science labs, art room, computer labs, library/media center, performance/dance room, gymnasium and athletic facilities, auditorium, main office and satellite offices, work room/copy room, supplies/storage, teacher work rooms, and other spaces

The School will need a minimum of the following at maximum capacity:

- Nine core classrooms
- Common room for school assemblies
- Main Office
- Copy room
- EC Classroom
- Supply room
- Storage room

Q129. What is the breakdown of cost per square foot for the proposed facility? Outline how this cost is comparable to the commercial and educational spaces for the proposed school location



The approximate cost per square foot is \$9-\$11. The cost of commercial space in the Lenoir area is about \$10 per square feet. There are some facilities leasing as low as \$2.50 per square foot and brand new facilities leasing for up to \$21 per square feet. Most facilities are roughly \$10-\$11.

Q130. Facility Contingency Plan: Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open

As mentioned above, the School's desire is to occupy the now vacant Oak Hill Elementary School. The two contingent facilities listed are the Oak Hill Ruritans building and Union Baptist Church. Please see the attached letters in the appendices regarding their commitment to Oak Hill Charter School. If Oak Hill Charter School would need to go into these facilities, the school may not immediately offer a common area. All other desired rooms would be available.

Q131. Describe the board's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

The School has already obtained two letters of support for their facilities. The Board has Stephanie Lail, CFO at STAT Industrial Environmental Services who has knowledge of working with older buildings (like Oak Hill Elementary). Kelly McIntyre has been leading the initial discussions with Goodall Consulting's Eddie Goodall with Caldwell County Schools regarding Oak Hill Elementary. Kelly McIntyre was responsible for obtaining the support letters from the Oak Hill Ruritans and Union Baptist Church. The board has ensured that their planned facilities will receive a certificate of occupancy for education (meeting fire alarm standards, ADA accessibility, etc.).



12. Financial Plan

Q132. I certify that this subsection is entirely original and has not been copied, pasted, or otherwise reproduced from any other application.

- Yes
 No

Q133. **Explanation (optional):**

Goodall Consulting has worked with numerous charter schools on their charter school application. Some of the language used in this application has been used in other applications that Goodall Consulting has written to ensure best practices are used for schools.

12.1. Charter School Budget

Q134. If applicable, attach Appendix M: Revenue Assurances. Assurances are needed to confirm the commitment of any additional sources of revenue.

Comments :

Not Applicable

Q135. Attach Appendix N: Proposed Budget for Year 1 through Year 5

Click "Resources" (to the right of this text) to access and download the Budget Template.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 5

Resources :



Evidence :



Oak Hill Charter School Budget

12.2. Budget Narrative



Q136. How was the student enrollment number projected?

The student enrollment projection was based off of the Oak Hill Charter School Interest Survey results and statistics from Caldwell County Schools. The School's survey had over 300 total responses. The results revealed the following potential enrollment in each grade:

Kindergarten: 31

First Grade: 33

Second Grade: 33

Third Grade: 24

Fourth Grade: 26

Fifth Grade: 28

Sixth Grade: 41

Seventh Grade: 33

Eighth Grade: 20

From this survey, the Board felt it was in the best interest of the School to limit the elementary school grades to have 22 students per grade, then 26 students per class at the middle school level, but only go up to the 7th grade in the school's first year.

The School then looked into the LEA's numbers for grades K-8. There were over 7,000 students in those grades and Oak Hill Charter School would only account less than 3% of the LEA's enrollment.

Q137. Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection

Oak Hill Charter School has received an outpouring of support from the community. With local middle schools expecting 32-34 students per class, parents now seeing four hour round trip bus rides to school, and "C" average test scores, parents have been searching for something new. Caldwell County does not have a charter school and neither do four of the seven surrounding LEAs. The School's survey indicated



overwhelming support for a charter school in the county and one that focused on a back-to-basics education. The School received a letter of support from Congresswoman Virginia Foxx stressing the importance of approving Oak Hill Charter School for Caldwell County.

Q138. Provide the break-even point of student enrollment

118

Q139. Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated

Oak Hill Charter School plans to make the following adjustments if revenues are lower:

- Adjust staffing. Reconsider teacher assistant positions, part time administrative assistant, and one bus driver.
- Adjust operations. Reconsider bus purchasing options, student computer purchases, child nutrition reductions, and office supplies reduction.
- Adjust lease. Since the school will be using less space, there would be some renegotiation of the lease.

These adjustments will reduce costs, but will still meet the needs of students as class sizes would be smaller, office workload would be reduced, and transportation services would be reduced as well.

Q140. Does the budget rely on sources of funds other than state, county, and federal (e.g., loans, donations, etc.)? If so, please provide the source and amount. Also, describe any committed contributions and in-kind donations of goods or services to be received by the charter school that will assist in evaluating the financial viability of the school. Clearly indicate between those grants or in-kind donations which have already been firmly committed and those the board is planning to pursue. Be sure that the appropriate assurances documentation is provided in the appendices.

The budget does not rely on any additional sources of funding. However, the board has started the process to apply for their determination letter as there is community interest in donating larger funds to the school.

Q141. Provide the student to teacher ratio that the budget is built on

15 to 1

Q142. Describe the board's individual and collective qualifications and capacity for implementing the financial plan successfully



Kelly McIntyre: Kelly manages a budget in her job as a coordinator at Waterlife Church. She's in charge of managing event budgets and fundraising. This role has prepared her well for implementating a successful and conservative budget.

Jan Greene: Jan is a former county commissioner in Caldwell County. She has extensive experience analyzing and voting on not only county budgets, but school budgets as well. This experience will serve the board well in evaluating the budget and ensuring that certain controls are in place to prevent waste and fraud.

Stephanie Lail: Stephanie is the board's treasurer and CFO of STAT Industrial Environmental Services. Her experience as CFO will help the School considerably. Stephanie manages payroll and all of the company's finances, ensuring that the books balance and that obligations are met.

Jessica Smith, John McRary, and Libby McRary Long also have experience balancing budgets and serving local non-profit organizations. Their experience is invaluable and will serve the board well.

Q143. Describe how one or more high needs students with disabilities might affect the budget and your plan to meet student needs that might be more than anticipated

The School has budgeted conservatively regarding students with disabilities. In the budget, the School plans for 22 EC students (12% of the school population) and has budgeted approximately \$2,400 per month. Not all students will need related services like ST, OT, or PT, so this budget provides a cushion for the school. Additionally, the school's surplus would be able to absorb a few students with high needs. Lastly, the School would plan to apply for Special State Reserve Funds if necessary and immediately. If any of the students have high needs and need a dedicated one-on-one, the school would be able to utilize one of the teacher assistants to fill that need if necessary.

Q144. If there is a plan to outsource any or all financial management areas such as payroll, benefits, audits, fundraising, accounting, etc., provide a statement on how the vendors will be selected and how the board will oversee their activities to ensure fidelity and compliance.

The School does plan to outsource their financial management areas, specifically payroll, benefits, audits, and accounting. The Board plans to evaluate all possible options and firms then vote on selecting one. The board will expect that the firm(s) provide detailed financial reports on a monthly basis. The School will



ensure that it sets strict financial policies and procedures with checks and balances along the way to ensure compliance. Examples include, two signatures on checks over a certain amount, principal approval of payroll, and two step approval of AP Logs.

Q145. Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases

The School does intend to contract out for these services. The Board plans to receive numerous proposals from each of the potential vendors, evaluate and then vote on those proposals with input from the Principal. For large purchases over a certain amount of money, there will be Board approval required. This will allow the Board to evaluate the quality of these large purchases and ensure proper cash flow.

Q146. Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs

Our mission, purposes, and academic goals include rigor and high expectations. We will be accountable for measurable student achievement results and provide expanded choices in the types of education available in public schools. We also want to mirror the demographics of the LEA in our enrollment to the extent possible.

To provide an expanded choice in the type of educational opportunities in public education and align with our mission, we will provide a Core Knowledge curriculum using a back-to-basics education model of instruction. Additionally, the School will provide the Core Essentials character education curriculum to further its mission to prepare students for the challenges of today and the success of tomorrow. The cost of the curriculum and professional development training is \$53,500, or approximately \$290 per student alone in year one.

In terms of transportation, Oak Hill Charter School plans to have up to two buses in the first year. The budget includes the purchase of up to two buses from the county surplus lot. Additionally, the School has included maintenance and gas costs for the first year.

The School has included facility costs for the total enrollment of the School and appropriate increases related to enrollment. The School has taken into account the increases in custodial and office supplies, utilities, and general building maintenance.



Q147. What percentage of expenditures will be the school's goal for a general fund balance? Describe how the school will develop the fund balance.

Oak Hill Charter School will have a minimum fund balance of at least 5% of revenues in year one. In year two, the School plans to have a fund balance of at least 7.5%, and 10% in year three.

In addition to an annual budget which we have included in this section of the application, we will employ a monthly budget, taking into consideration that often LEA funds are delayed for new charters, that EC funds are deferred for several months, and that we may incur expenses before opening that must be repaid with local funds only. We understand that because our charter enrollment and thus revenue will be small, the financial management is even more critical and the need to build a fund balance will be paramount.

Q148. Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases

The School will always make lease versus purchase decisions based upon sound economics and professional financial analysis. In the critical initial years of operation, equipment, etc. leases may be required, whereas in subsequent years the School will be able to avoid the financing costs.

The School currently has a desire to initially lease or purchase the vacant Oak Hill Elementary School. The School is in initial talks with Caldwell County Schools. At this time, the School does not wish to divulge details regarding a possible lease or purchase of the facility.

In the case of the School not obtaining Oak Hill Elementary, initial facilities will be leased, barring any fortuitous donation of land or facilities, with consideration of purchasing between years 2 and 10 as the school builds a surplus to provide equity for financing. There are two ways the lease may be established; one, directly by a transaction between an owner landlord and the School. Another, and more recent form of transaction in North Carolina, among new charters, is a transaction including a developer such as Schoolhouse Development, American Charter Development, HighMark, or other partner. These companies assist charters in locating facilities and then purchasing them and with term leases back to the charter, and in most cases, an attendant agreement that the charter will purchase the facility at a designated time with predetermined formulas for the buy out. Many of the agreements add a provision that the developer/lender will later provide a new facility after the term lease of the initial facility.



Other arrangements involve the USDA which would be able to loan funds at low rates for a Caldwell County charter school as well as municipal bond financed projects which are becoming more popular for schools with a proven track record. Some items such as office printers/copiers, etc. may be leased. The School will, however, have the option of deferred payments or leases of various other items in the budget but only if the enrollment targets are not met.

Q149. Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends.

The School will solicit donations of goods and services upon receipt of acceptance of its application in addition to an aggressive Caldwell County business fundraising campaign and grant request project.

12.3. Financial Compliance

Q150. How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

Basics of good internal control are the foundation for the reliability of the financial statements and are needed to safeguard the resources of the school. Not only is the School at risk of losing valuable resources with poor controls but there is more at risk. That is the potential for negative publicity associated with any event that might attract notoriety including financial theft or even financial mismanagement. This also often brings a stigma to other charter schools, or indeed to the whole North Carolina charter program and its attendant regulation.

The School has identified Petway, Mills, and Pearson as a possible option to provide the annual audit but in addition we will request from them an initial report on our internal controls. This will include an evaluation of our controls before we open our school so that any weaknesses are discovered and corrected before the school year begins. The audit findings are due 15 months after school opens and that could be too late.

The School is planning to outsource accounting services. Outsourcing LINQ and all the financial services, create another level of cash segregation by its external accounting for our pupil funds, accounts payable, and payroll. Internally, we will keep a petty cash fund for emergencies and use a system requiring a paid receipt and/or authorization for expenditures. Approval of expenditures over a recommended amount will require the signature of the Principal. School issued checks will be limited to a maximum of 10 per month



requiring almost all transactions to flow through the LINQ reporting initially rather than after the fact. Accounting records will be safeguarded by use of daily locked files and to the extent practical, secure online records with appropriate password protections. Sensitive records will be systematically shredded as necessary. The board treasurer will provide a financial statement to include a statement of fund balances (balance sheet) and a statement of receipts and expenditures (a P&L) and a budget report at each regularly held board meeting and an explanation to board members for questions. Additionally, the business services provider and the auditors will be asked to attend board meetings.

Q151. Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

None at this time

Q152. Provide the name of the firm approved by the NC Local Government Commission (LGC) that will conduct the audit. Include the complete mailing address, telephone number and fax number. If a firm has yet to be identified, please list the firms the board has investigated

Petway, Mills, and Pearson

806 N Arendell Ave, Zebulon, NC 27597

919.269.7405



13. Other Forms

Q153. Sign the attached Charter School Required Signature Certification document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


Certification Documents OHCS....

Q154. Sign the attached Contracting Certification Form document and upload it as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Comments :

Not Applicable

Resources :



Evidence :


Contracting Certification Form (...)



14. Third-party Application Preparation

Q155. Was this application prepared with the assistance of a third-party person or group?

Yes

No

Q156. Give the name of the third-party person or group:

Goodall Consulting

Q157. Fees provided to the third-party person or group:

\$10,000



15. Application Fee

Pursuant to G.S. 115C-218.1(c) the charter school applicant must submit a \$1000 application fee to the Office of Charter Schools. The applicant must submit their application fee by **July 24, 2020 at 5:00 pm EST** for Fast Track and Accelerated applications, and **July 24, 2020 at 5:00 pm EST** for traditional timeline applications. Payments will be accepted in the form of a certified check. Cash is not accepted.

Q158. ***Application Note:** The applicant must mail the certified check along with the Application Fee Payment Form before or on the due date of July 24, 2020 at 5:00 pm EST for Fast Track and Accelerated applicants, and July 24, 2020 at 5:00 pm EST for traditional timeline applicants. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete. Payments should be made payable to North Carolina Department of Public Instruction:

North Carolina Department of Public Instruction

Office of Charter Schools

6307 Mail Service Center

Raleigh, NC 27699-6307

I understand



16. Signature page

Q159. Fill out the attached resource and get it signed and notarized. Then upload as a PDF or image file.

Upload Required File Type: pdf, image Max File Size: 30 Total Files Count: 1

Resources :



Evidence :


signature page for application.pdf

Q160. Complete

I have finished the application

* Q161. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.

The School will use a variety of methods to attract interested, qualified candidates; including but not limited to: open house format, word of mouth, and directly contacting distinguished teachers that would be a good fit. Once potential candidates are identified, the board personnel committee or the principal will further vet the candidates and make recommendations for interviews. The board personnel committee, the principal, and the principal's hiring committee will all interview candidates before the principal makes a recommendation to the board of directors for approval. The principal's hiring committee will consist of staff members and at least one parent. Upon approval of the board of directors, new hires will undergo a criminal background check. No candidate will be offered an unconditional offer of employment without passing a criminal background check. The principal will be the direct supervisor of the staff. In that role, it will be his or her responsibility to notice any deficiencies in staff performance. Except for the most egregious offenses, the principal will use available resources at his or her disposal to remediate and develop the staff member so that expectations are met. Forms of development can range from small corrections to formal action plans for improvement. Plans of improvement will include clear performance expectations, support that the staff member will be offered to meet those expectations, and a reasonable, definitive time frame for meeting those expectations. If, after being on a formal action plan, the employee has still not demonstrated the expected improvement in performance, the principal may recommend the



employee to the board for termination. The final decision to terminate an employee will belong to the board of directors. If an employee feels as though he or she has been wrongly terminated he or she may follow the formal grievance policy.



NORTH CAROLINA

Department of the Secretary of State

To all whom these presents shall come, Greetings:

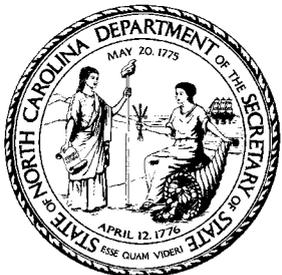
I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

OAK HILL CHARTER SCHOOL

the original of which was filed in this office on the 18th day of June, 2020.



Scan to verify online.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 18th day of June, 2020.

Elaine F. Marshall

Secretary of State

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

The name of the nonprofit corporation is: Oak Hill Charter School

(Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).

The name of the initial registered agent is: Kelly McIntyre

The street address and county of the initial registered agent's office of the corporation is:

Number and Street: 4537 Oakhill School Rd.
City: Lenoir State: NC Zip Code: 28645 County: Caldwell

The mailing address *if different from the street address* of the initial registered agent's office is:

Number and Street or PO Box: _____

City: _____ State: NC Zip Code: _____ County: _____

The name and address of each incorporator is as follows:

Name	Address
<u>Will Goodall</u>	<u>2132 Greenbrook Pkwy. Weddington, NC 28104</u>
_____	_____
_____	_____

(Check either "a" or "b" below.)

a The corporation will have members.

b The corporation will not have members.

Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.

Any other provisions which the corporation elects to include are attached.

(See Attached Provisions)

The street address and county of the principal office of the corporation is:

- See attached provisions

Principal Office Telephone Number: 704.236.1234

Number and Street: 4537 Oakhill School Rd.

City: Lenoir State: NC Zip Code: 28645 County: Caldwell

The mailing address *if different from the street address* of the principal office is:

Number and Street or PO Box: _____

City: _____ State: _____ Zip Code: _____ County: _____

10. (Optional): Listing of Officers (See instructions for why this is important)

Name	Address	Title

11. (Optional): Please provide a business e-mail address

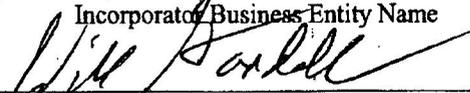
Privacy Redaction

The Secretary of State's Office will e-mail the business automatically at the address provided at no charge when a document is filed. The e-mail provided will not be viewable on the website. For more information on why this service is being offered, please see the instructions for this document.

12. These articles will be effective upon filing, unless a future time and/or date is specified: _____

This is the 23 day of May, 2020.

Incorporator Business Entity Name



Signature of Incorporator

Will Goodall, Incorporator

Type or print Incorporator's name and title, if any

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

Purpose of Corporation

This corporation is organized for the following purpose(s) (*check as applicable*):

- religious,
- charitable,
- educational,
- testing for public safety,
- scientific,
- literary,
- fostering national or international amateur sports competition, and/or
- prevention of cruelty to children or animals,

including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 (herein the "Code") (or the corresponding provisions of any future United States Internal Revenue Code).

Prohibited Activities

No part of the net earnings of the corporation shall inure to the benefit of or be distributable to, its members, directors, officers, or other private persons except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of purposes set forth in these articles of incorporation. No substantial part of the activities of the corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, and the corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provisions of these articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

Distributions Upon Dissolution

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the corporation exclusively for the purposes of the corporation in such manner, or to such organization or organizations organized and operated exclusively for religious, charitable, educational, scientific or literary purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code as the Board of Directors shall determine, or to federal, state, or local governments to be used exclusively for public purposes. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organizations, such as the court shall determine, which are organized and operated exclusively for such purposes, or to such governments for such purposes.

Bylaws

Oak Hill Charter School A North Carolina Tax Exempt Corporation

ARTICLE I Organization

Section 1. Name The Corporation's name shall be Oak Hill Charter School and shall be changed only by a 75% vote of the Board of Directors (BOD) at a duly held meeting with notice.

Section 2. Principal Office The corporation's principal office shall be located at 4537 Oak Hill School Rd., Lenoir, North Carolina 28645. The Board of Directors may change the principal office from time to time.

Section 3. Fiscal Year The fiscal year of the corporation shall begin on July 1 and end on the following June 30.

ARTICLE II Purpose

Section 1. Purpose The purpose of the corporation shall be the operation of a public charter school under the North Carolina General Statutes 115C-218 et seq. (Article 14A) as now enacted or hereafter amended.

ARTICLE III Members

Section 1. Members The organization shall have no members.

ARTICLE IV Board of Directors

Section 1. General Powers The business of the corporation shall be conducted by a Board of Directors. Except as otherwise expressly provided by law, the Articles of Incorporation, or these bylaws, all of the power of the Corporation shall be vested in the Board of Directors.

Section 2. Number The number of the directors shall be a minimum of 5 and a maximum of 13 members. The actual number of directors shall be determined by the Board of Directors and may be changed only by a 60% vote of the Board of Directors at any duly held meeting.

Section 3. Terms The founding terms of the directors shall begin upon the filing of the Articles of Incorporation and end at the annual meeting in August of 2021. After the founding terms, the terms of the directors shall be 3 years, with no director serving for more than three consecutive full terms. The terms of the directors shall be staggered so that no more than three director's terms will expire in any one year.

Section 4. Election Directors replacing directors with expiring terms shall be elected by a 2/3rds vote of the directors at the annual meeting of the Board of Directors or at any duly held meeting.

Section 5. Vacancies Any vacancies on the Board of Directors shall be filled by a 2/3rds vote of the remaining Directors at any meeting with proper notice.

Section 6. Qualifications Any person not precluded by law shall be eligible to serve on the board. A board candidate shall understand the mission and goals of the school and hold the fiduciary responsibility of a nonprofit board member. The member shall be provided these bylaws, the Open Meetings Laws, the Charter School Statutes, the charter contract, the Conflicts of Interest Policy and the State Board of Education charter school policies. Any new board member shall not have a board vote during the first ninety days of his or her term so long as there exists at least three voting board members at any time. The new member's position shall not count towards member totals regarding voting percentages.

Voting for new board members or renewing members shall be by secret ballot and conducted by a member not being voted upon.

Section 7. Removal Any director may be removed with or without cause by a 2/3 vote of the directors serving at the time at any duly held meeting with proper notice.

Section 8. Conflict of Interest If a matter before the board places a director in a real or perceived conflict between the interests of the school and the interests of the director, whether the interest is pecuniary or other, the director shall inform the Board of Directors or a board member may bring such position before the board. The director with the conflict may thereafter be prohibited by the board from participating in discussions and votes on that matter. Each director shall sign a Conflict of Interest policy that shall be kept on file at the principal office of the Corporation. A conflict of interest shall be defined further as:

A conflict of interest is a condition that exists when circumstances create, or are perceived to create, a risk that judgment or actions by a person or entity, regarding a primary interest, will be unduly influenced by a secondary interest of that person or entity. Interests may be pecuniary, professional, personal, or any interest that affects judgment or action.

ARTICLE V
Meetings

Section 1. Regular Meetings The Board of Directors shall hold regular monthly meetings at a time and place designated by the Board of Directors.

Section 2. Special Meetings Special Meetings of the Board of Directors may be called by the chairman or a majority of the members of the Board of Directors. Directors shall be given a minimum of 48 hours notice of any special meeting and all meetings shall comply with the open meetings laws.

Section 3. Annual Meetings Annual meetings of the Board of Directors shall be held in August of each year after August of 2020, at a date and time to be determined by the Board of Directors.

Section 4. Emergency Meetings Emergency meetings of the Board of Directors may be called by the chairman or a majority of the directors then serving.

Section 5. Quorum A quorum at any meeting of the board of directors shall consist of a majority of the total board membership, who are in attendance in person or who have joined in a duly held electronically assisted meeting.

Section 6. Participation At any meeting, directors may participate by any electronic means that allows all participating members to simultaneously hear and speak to each other during the meeting. A director participating in this type of meeting shall be considered present at the meeting.

Section 7. Manner of Acting Except as otherwise provided in these Bylaws, the act of the majority of the directors present at a properly called meeting of the directors in which a quorum is present, shall be the act of the Board of Directors.

Section 8. Compliance with Open Meetings Laws Notwithstanding any other provision of these Bylaws, the corporation shall comply in all respects with the North Carolina Public Schools Law, code section 115C-4 and any corresponding provision of subsequent North Carolina law, in connection with all regular, special, or emergency meetings of the Board of Directors.

ARTICLE VI
Officers

Section 1. Officers The Corporation's officers shall consist of a chairman, a vice-chairman, a secretary, and a treasurer. Each officer shall have such authority and perform such duties as the Board of Directors may from time to time determine. No officer shall act in more than one capacity when the actions of two or more officers are required. Other officer positions may be added by a 2/3 vote of the board at a duly held meeting.

Section 2. Election Officers shall be elected by a majority vote of a quorum at the annual meeting. Each officer shall hold office until his death, removal, resignation, or disqualification or until his successor has been elected.

Section 3. Removal Any officer may be removed with or without cause by a majority vote of the Directors at any regular or special meeting.

Section 4. Terms Each officer shall hold office for a term of one year.

Section 5. Vacancies Any vacancy shall be filled by a majority vote of the Board of Directors at any regular or special meeting.

Section 6. Chairman The chairman shall be the principal executive officer of the corporation and, subject to the ultimate authority of the Board of Directors, shall oversee the general management of the affairs of the corporation. He shall preside at meetings of the Board of Directors. He may sign and execute instruments in the name of the Corporation except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these Bylaws to some other officer or agent of the Corporation or shall be required by law otherwise to be signed or executed. He shall perform other duties incident to the office of the chairman and such other duties as from time to time may be assigned to him by the Board of Directors.

Section 7. Vice-Chairman In the absence of the chairman or in the event of his death, inability, or refusal to act, the vice-chairman shall perform the duties of the chairman, and when so acting shall have all of the powers of and be subject to all the restrictions of the chairman. The vice-chairman shall perform such other duties as from time to time may be assigned to him by the Board of Directors.

Section 8. Secretary The secretary shall keep the minutes of the meetings of the Board of Directors in books designated for that purpose. He shall see that all notices of meetings of the directors are duly given in accordance with these Bylaws and the North Carolina open meetings laws. He shall have charge of the books, records, and papers of the Corporation. He shall perform all duties incident to the office of secretary and such other duties that from time to time may be assigned to him by the Board of Directors.

Section 9. Treasurer The treasurer shall have charge and be responsible for all funds and securities, receipts, and disbursements of the Corporation. He shall be responsible

for the deposit of all monies and securities of the Corporation in such banks and depositories as shall be designated by the Board of Directors. He shall in general perform or cause to perform, the entire duties incident to the office of treasurer and such other duties that from time to time may be assigned to him by the Board of Directors.

All officers of the Corporation shall be permitted to prudently delegate to and rely upon, good faith efforts by staff and vendors, including any organizations contracted to provide substantial services to the Corporation.

ARTICLE VII

Contracts, Loans, Checks, and Deposits

Section 1. Contracts The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 2. Loans No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

Section 3. Checks All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by at least two such officers as shall from time to time be determined by resolution of the Board of Directors when the disbursement or the creation of debt exceeds \$5,000. For checks or encumbrances less than \$5,001 the board shall develop policies and procedures in coordination with the board treasurer.

Section 4. Deposits All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such depositories as the Board of Directors may select.

ARTICLE VIII

Indemnification

Section 1. Indemnification The corporation shall indemnify any person who was or is a party, or is threatened to be made a party, to any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, or investigative, including all appeals (other than an action, suit, proceeding by or in the right of the corporation) by reason of the fact that he is or was a director, officer, committee

member, member, agent, or employee of the corporation or is or was serving at the request of the corporation as a member, director, officer, agent or employee of another entity, against expenses including attorneys' fees, judgments, decrees, fines, penalties, and amounts paid in settlement actually and reasonably incurred by him in connection with such action, suit, or proceeding if he acted, or failed to act, in good faith and in a manner he reasonably believed to be in or not opposed to the best interests of the corporation and, with respect to any criminal action or proceeding, had no reasonable cause to believe his conduct was unlawful. The termination of any action, suit, or proceeding by judgment, order, settlement, conviction, or on a plea of no contest or its equivalent, shall not, of itself, create a presumption that the person acted or failed to act other than in good faith and in a manner which he reasonably believed to be in or not opposed to the best interests of the corporation, and with respect to any criminal action or proceeding, had reasonable cause to believe his conduct was unlawful.

ARTICLE IX Amendments

Section 1. Amendments These Bylaws may be amended by a 2/3 vote of a quorum present at any regular or special meeting provided that written notice of any proposed changes to the Bylaws are included in the notice of the meeting of the Board of Directors. Proposed changes to the Bylaws shall be submitted to the North Carolina State Board of Education for approval.

ARTICLE X Gender

Section 1. Gender References in these bylaws to the singular pronouns she, he, her, and him are considered gender-neutral.

(We thank the board of Piedmont Classical High School for allowing us to use the framework of its Bylaws for our use.)

Charter School Required Signature Certification

Note: Outlined below is a list of areas that must be certified by the proposed Board of Directors. Any forms Not Applicable to the proposed charter school indicate below with N/A and provide a brief explanation for providing such response.

Serving on a public charter school board is a position of public trust and board members of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, the school's fulfillment of its public obligations, all terms of its charter, and understanding/overseeing all third party contracts with individuals or companies.

- ❖ The selected Board Attorney that he/she has reviewed with the full Board of Directors, listed within the application, all the governance documents and liabilities associated with being on the Board of a Non Profit Corporation.

- Name of the Selected Board Attorney:

John Burris

- Date of Review:

07/20/2020

- Signature of Board Members Present (Add Signature Lines as Needed):

- Lithy McRay Long
 - Kelly McIntyre
 - James L. Moore
 - Stephanie Lail
 - John McRay

- ❖ The selected Board Auditor that he/she has reviewed with the full Board of Directors, listed within the application, all the items required for the annual audit and 990 preparations.

- Name of the Selected Board Auditor:

Retway Mills Pearson

- Date of Review:

07/20/2020

- Signature of Board Members Present (Add Signature Lines as Needed):

- Lithy McRay Long
 - Kelly McIntyre
 - James L. Moore
 - Stephanie Lail
 - John McRay

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Stephanie Lail, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature *Stephanie Lail* Date 7/23/2020

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Core Knowledge at a Glance

	Preschool	Kindergarten	First Grade	Second Grade	Third Grade
Language Arts/English	<ul style="list-style-type: none"> I. Oral Language II. Nursery Rhymes, Poems, Finger-Plays, and Songs III. Storybook Reading and Storytelling IV. Emerging Literacy Skills 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Listening and Speaking II. Reading III. Writing IV. Language Conventions V. Poetry VI. Fiction VII. Sayings and Phrases 	<ul style="list-style-type: none"> I. Reading and Writing II. Poetry III. Fiction IV. Sayings and Phrases
History and Geography	<p>Time:</p> <ul style="list-style-type: none"> I. Vocabulary II. Measures of Time III. Passage of Time (Past, Present, Future) <p>Space:</p> <ul style="list-style-type: none"> I. Vocabulary II. Actual and Representational Space III. Simple Maps IV. Basic Geographic Concepts 	<p>World:</p> <ul style="list-style-type: none"> I. Geography: Spatial Sense II. Overview of the Seven Continents <p>American</p> <ul style="list-style-type: none"> I. Geography II. Native American Peoples, Past and Present III. Early Exploration and Settlement IV. Presidents, Past and Present V. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. Geography II. Early World Civilizations III. Modern Civilization and Culture: Mexico <p>American</p> <ul style="list-style-type: none"> I. Early People and Civilizations II. Early Exploration and Settlement III. From Colonies to Independence: The American Revolution IV. Early Exploration of American West V. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. Geography II. Early Asian Civilizations III. Modern Japanese Civilization IV. The Ancient Greek Civilization <p>American</p> <ul style="list-style-type: none"> I. American Government: The Constitution II. The War of 1812 III. Westward Expansion IV. The Civil War V. Immigration and Citizenship VI. Fighting for a Cause VII. Geography of the Americas VIII. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. World Geography II. The Ancient Roman Civilization III. The Vikings <p>American</p> <ul style="list-style-type: none"> I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution
Visual Arts	<ul style="list-style-type: none"> I. Attention to visual detail II. Creating Art III. Looking and Talking about Art 	<ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Looking at and Talking About Art 	<ul style="list-style-type: none"> I. Art from Long Ago II. Elements of Art III. Kinds of Pictures: Portrait and Still Life 	<ul style="list-style-type: none"> I. Elements of Art II. Sculpture III. Kinds of Pictures: Landscapes IV. Abstract Art V. Architecture 	<ul style="list-style-type: none"> I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization
Music	<ul style="list-style-type: none"> I. Attention to Differences in Sound II. Imitate and Produce Sounds III. Listen and Sing IV. Listen and Move 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Orchestra; Opera; Ballet; Jazz) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Keyboards; Composers) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs
Mathematics	<ul style="list-style-type: none"> I. Patterns and Classification II. Geometry III. Measurement IV. Numbers and Number Sense V. Addition and Subtraction with Concrete Objects VI. Money 	<ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Patterns and Classification II. Numbers and Number Sense III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry
Science	<ul style="list-style-type: none"> I. Human Characteristics, Needs and Development II. Animal Characteristics, Needs and Development III. Plant Characteristics, Needs and Growth IV. Physical Elements (Water, Air, Light) V. Introduction to Magnetism VI. Seasons and Weather VII. Taking Care of the Earth VIII. Tools 	<ul style="list-style-type: none"> I. Plants and Plant Growth II. Animals and Their Needs III. Human Body (Five Senses) IV. Introduction to Magnetism V. Seasons and Weather VI. Taking Care of the Earth VII. Science Biographies 	<ul style="list-style-type: none"> I. Living Things and Their Environments II. Human Body (Body Systems) III. Matter IV. Properties of Matter: Measurement V. Introduction to Electricity VI. Astronomy VII. The Earth VIII. Science Biographies 	<ul style="list-style-type: none"> I. Cycles in Nature (Seasonal Cycles; Life Cycles; Water Cycle) II. Insects III. Human Body (Cells; Digestive and Excretory Systems) IV. Magnetism V. Simple Machines VI. Science Biographies 	<ul style="list-style-type: none"> I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal, and Nervous Systems; Vision and Hearing) III. Light and Optics IV. Sound V. Ecology VI. Astronomy VII. Science Biographies

	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Language Arts/English	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction IV. Speeches V. Sayings and Phrases 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Speeches V. Sayings and Phrases 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama IV. Sayings and Phrases 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English 	<ul style="list-style-type: none"> I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	<p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Mountains) II. Europe in Middle Ages III. The Spread of Islam and the "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors <p>American</p> <ul style="list-style-type: none"> I. The American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures 	<p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Lakes) II. Early American Civilizations III. European Exploration, Trade, and the Clash of Cultures IV. The Renaissance and the Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan <p>American</p> <ul style="list-style-type: none"> I. Westward Expansion II. The Civil War: Causes, Conflicts, Consequences III. Native Americans: Cultures and Conflicts IV. U.S. Geography 	<p>World:</p> <ul style="list-style-type: none"> I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations III. The Enlightenment IV. The French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements <p>American</p> <ul style="list-style-type: none"> I. Immigration, Industrialization, and Urbanization II. Reform 	<ul style="list-style-type: none"> I. America Becomes a World Power II. World War I: "The Great War," 1914–1918 III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of United States 	<ul style="list-style-type: none"> I. The Decline of European Colonialism II. The Cold War III. The Civil Rights Movement IV. The Vietnam War and the Rise of Social Activism V. The Middle East and Oil Politics VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution—Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	<ul style="list-style-type: none"> I. Art of the Middle Ages in Europe II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States 	<ul style="list-style-type: none"> I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan 	<ul style="list-style-type: none"> I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realistic) 	<ul style="list-style-type: none"> I. Art History: Period and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting) 	<ul style="list-style-type: none"> I. Art History: Periods and Schools (Painting Since World War II; Photography; 20th-Century Sculpture) II. Architecture Since the Industrial Revolution
Music	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs 	<ul style="list-style-type: none"> I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann) 	<ul style="list-style-type: none"> I. Elements of Music II. Classical Music: Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz) 	<ul style="list-style-type: none"> I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns IV. Vocal Music (Opera; American Musical Theater)
Mathematics	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra 	<ul style="list-style-type: none"> I. Numbers and Number Sense II. Ratio, Percent, and Proportion III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra 	<ul style="list-style-type: none"> I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic; Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics 	<ul style="list-style-type: none"> I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and proofs)
Science	<ul style="list-style-type: none"> I. Human Body (Circulatory and Respiratory Systems) II. Chemistry: Basic Terms and Concepts III. Electricity IV. Geology: The Earth and Its Changes V. Meteorology VI. Science Biographies 	<ul style="list-style-type: none"> I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes IV. Life Cycles and Reproduction V. Human Body (Endocrine and Reproductive Systems) VI. Chemistry: Matter and Change VII. Science Biographies 	<ul style="list-style-type: none"> I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. The Human Body: Lymphatic and Immune Systems VI. Science Biographies 	<ul style="list-style-type: none"> I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies 	<ul style="list-style-type: none"> I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies

- ❖ If contracting with a CMO/EMO, that the selected management company has reviewed with the full Board of Directors, listed within the application, all the items required and the associated management contract and operations.
 - Name of the Contact for Selected EMO/CMO:

 - Date of Review:

 - Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

- ❖ If contracting with a financial management service provider that the selected financial service provider has reviewed with the full Board of Directors, listed within the application, all the financial processes and services provided.
 - Name of the Contact:

 - Name of the Selected Financial Service Provider:

 - Date of Review:

 - Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

- ❖ If the proposed Board of Directors, listed within the application, is contracting with a service provider to operate PowerSchool that the service provider has reviewed all of the financial processes and services provided.
 - Name of the Contact:

 - Name of the Selected PowerSchool Service Provider:

 - Date of Review:

 - Signature of Board Members Present (Add Signature Lines as Needed):
 - _____
 - _____
 - _____

- _____
- _____
- _____
- _____

Certification

I, _____, as Board Chair, certify that each Board Member has reviewed and participated in the selection of the individuals and vendors attached to this document as evidenced by the full Board of Director signatures outlined above. The information I am providing to the North Carolina State Board of Education as _____ Charter School is true and correct in every respect.

Signature
Date

Board Member Name

Kelly McIntyre
Jessica Smith
John McRary
Stephanie Lail
Jan Greene
Libby McRary Long

Board Title

Board Chair
Vice Chair
Secretary
Treasurer
Board Member
Board Member

County of Residence

Caldwell
Caldwell
Caldwell
Caldwell
Caldwell
Caldwell

Current Occupation

Church Coordinator
Law Enforcement Officer
Technician
CFO
Substitute Teacher
Retired Educator

Past or Present Professional Licenses Held

None

None

None

None

None

Teaching License

Any disciplinary action taken against any of these professional licenses?

None

None

None

None

None

None

Area of Proposed Coverage

Comprehensive General Liability

Officers and Directors/Errors and Omissions

Property Insurance

Automobile Liability

Crime Coverage - Minimum/Maximum Amount

Worker's Compensation

Other Coverage

Total Cost

Proposed Amount of Coverage

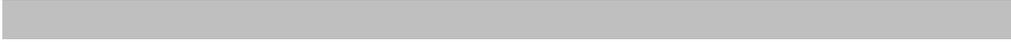
\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$1,000,000.00/occurrence

\$250,000.00 | \$250,000.00

\$500,000.00



Cost (Quote)

\$2,000
\$3,600
\$650
\$550
\$375
\$3,900
\$3,000
\$14,075

Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Janice L. GREENE, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Janice L. Greene Date 7-23-20

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Janice LeFevers Greene

106 B Park Place
Lenoir, N.C. 28645
828-446-7705
giftofgrace1@charter.net

Objective:

To be a productive citizen working for a better future of our youth.

Education:

CCC&TI: Banking and Finance, real estate law, Cosmetology as Instructor, Estate Planning, Early Childhood Education. CVC&TI Business management.

Experience:

Substitute and interim teacher, Caldwell County School System Grades K-8, 1997 to present.

Caldwell County Commissioner four years, two as Chairperson, 1 as Co-Chairperson, 1992-1996.

Tri County Motor Speedway. Founder and co owner. 1985-1992. I took care of all operations such as payroll, purses, sponsorship, all personnel, public relations, advertising, and scheduling.

Kenneth R. Greene Utility Contractor, one half owner. 1982-1992. I took care of all operations such as payroll, bidding jobs, payroll taxes, income tax returns, ordering materials, etc.

Operations Officer N.C.N.B., 1979-1982. In charge of all bank operations. Personnel, estate planning, consumer loans, mortgage loans, receiving and shipping money.

Model: Marco Isle Four Seasons, 1976-1979. Modeled spring, summer, fall and winter lines for designers on the runway each year.

First National Bank and Trust, 1976-1979. I was in charge of twenty-two tellers, two branches and eventually the trust department.

Loan Officer, Bank of Granite. 1972-1976. Consumer and Mortgage loans.

Honors and Awards:

First Female Chairperson for Caldwell County Commissioners

Three Governor's Appointments

Nominated for "Caldwell County Woman of the Year"

Caldwell County Planning Board

Caldwell County Board of Health

Nascar Racing Series Promotor of the Year (First and only woman ever to win)

JESSICA DEMAYO SMITH

Jessica DeMayo Smith
4187 Lindsay Street
Lenoir, NC 28645
(704) 770-7467 / (828) 234-8768
Jdsmith5@ncdot.gov

I have been a sworn law enforcement officer in North Carolina since July 2006, working for both Lenoir Police Department and NCDMV License and Theft Bureau.

Work Experience:

Department of Motor Vehicles License and Theft Bureau/State Police Agent-Inspector October 2016-Current

- Investigation of vehicle theft, title fraud, driver's license/ID fraud, odometer fraud, and notary fraud-
- Preparation of case files for prosecution, to include warrants, search warrants, etc.
- Investigation of statutorily regulated businesses.
- Interviewing of suspects, victims and witnesses in relation to investigations.

Lenoir Police Department/Investigator November 2009-October 2016

- Collection and preservation physical evidence, photographs and laboratory submissions (to include crime scene investigations).
- Investigation of several violent crimes each year, including homicide, sexual assault, robbery, child abuse, domestic violence and arson.
- Careful documentation of statements, observations and evidentiary materials.
- Drafting and execution of subpoenas, search warrants and surveillance activities.
- Interview and interrogation of suspects, witnesses and victims

Lenoir Police Department/Patrol Officer July 2006- November 2009

- Respond to calls for service (traffic collisions, robberies, domestic disputes, etc.)
- Effect arrest, search and seizure
- Gather information necessary for completion of reports
- Issued traffic citations and electronic tickets for violations of traffic laws.

Training/Involvement

Extensive law enforcement training hours, specializing in investigations.

Created Project MASON- collection of information from children of the community to assist in the response of first responders to calls, to include the autistic and high-risk population.

Caldwell County Toys for Tots Coordinator/ certified through Marine Corp League (2015-present) - Responsible for distribution of toys to 500-850 children countywide.

North Carolina General Instructor (currently conduct both In-service and BLET Training).

Forensic Interviewing of Children/Forensic Interviewer (have conducted over 118 interviews to date with children ages 2-18 in this discipline.)

Education:

North Carolina Justice Standards Advanced Certificate

A.A.S Fish and Wildlife Management-Haywood Community College

Above is a limited summary, additional items available upon request

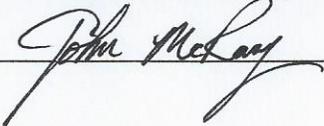
Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, John McLary, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 7-22-20

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

John McRary

Lenoir, NC 28645

(C) 828-612-3916 | (E) johnmcrary@yahoo.com

Summary

Proficient Service Technician bringing 33 years' experience. Expert at troubleshooting issues and diagnosing problems. Able to work on virtually any equipment from hydraulics, electrical, plumbing, HVAC, automotive, beverage equipment, refrigeration many others.

Skills

- Diagnostics expertise
- Mechanical abilities
- Expertise in installations
- Troubleshooting and analysis
- Preventive maintenance

Experience

11/1991 - Current **Pepsi-Cola Bottling Company** – Hickory, NORTH CAROLINA

Service Technician

- Dismantled equipment to access, remove and replace defective parts to maintain operability.
- Developed preventive maintenance procedures and schedules for all on-site equipment.
- Tracked all changes and actions in computer-based documentation system.
- Provided information to customers regarding repair or service options.
- Calibrated devices to optimize performance and maintain longevity of equipment.
- Tested components, assemblies and systems to diagnose problems.
- Installed new systems and components according to service orders and manufacturer instructions.
- Demonstrated in-depth understanding of company policies and products.
- Assisted maintenance team with completion of preventive maintenance and unscheduled service needs.
- Gained equipment knowledge and expertise through research and repair experience.

07/1987 - 06/1991 **United States Navy**

Machinist Mate Second Class

- Maintained and repair of all hydraulic, pneumatic and electro-mechanical equipment.
- Worked closely with shipmates to deliver project requirements, develop solutions and meet deadlines.
- Earned reputation for good attendance and hard work.
- Recognized by superiors for providing exceptional repair work while underway and in port.

Education and Training

1994 **NC State Board of Refrigeration** – Raleigh, NC
Refrigeration Technician Certification
Certification No. NC-130-1707

1988 **Naval Propulsion Engineering School** – Great Lakes, IL
Propulsion Engineering

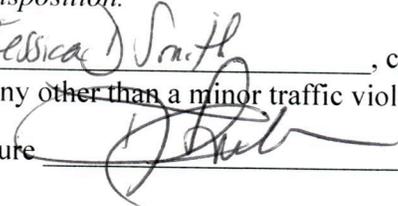
Charter School Board Member Background Check Form

Certification Statement:

Note: To be completed individually by each proposed founding charter school board member. Form must be signed by hand.

If a board member has been convicted of a misdemeanor or felony other than a minor traffic violation, attach a separate sheet listing the year of the charge, the charge, the verdict, and the final disposition.

I, Jessica Smith, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature  Date 07/23/2020

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

Each member of the founding board must submit a completed background check that meets the following parameters:

- 1) **Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) **Background check must include any additional aliases that have been used by the individual.**
- 3) **Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) **Background check must include a completed nationwide check.**



Virginia Foxx
North Carolina's Fifth Congressional District

June 17, 2020

Dear Reader:

The wonderful people of the Oak Hill School district in Caldwell County have asked me to write a letter in support of their application for a new charter school there and I am delighted to do so. As a strong supporter of charter schools, it is encouraging to see a group of parents and interested citizens wish to sponsor a new charter school in their community and become even more involved in the education of the children at that school. Our communities have always been centered around schools and churches and building a sense of community is very important for a free and vibrant society. The impending closure of a community school has prompted positive action which will have long term positive effects on the community.

Studies have shown over the years that the most effective schools are those with parental involvement and competent leadership. One of the most effective ways to get both of those is to give parents and the larger community responsibility for the school. NO ONE is more concerned for the education of children than parents and the community in which they live. They are very well aware what studies have shown which is that students in charters across the state of North Carolina have consistently performed at or above the level of their district school peers.

Oak Hill Charter School plans to be a K-8 school with a back to basics curriculum similar to Millennium Charter Academy in Surry County which I endorsed at its beginning and have noted its success over its history. This will be the first charter school in Caldwell County but will be able to benefit from the expertise and mentorship of other charter schools.

My hope is that you will grant a charter to Oak Hill Charter School and allow the parents and students who will attend there to have the opportunity for a community school that will focus on an all encompassing character education program focused on action, not just talk. I will do everything possible to help the school be successful.

Sincerely,



Virginia Foxx

Charter School Board Member Background Check Form

Certification Statement:

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I, Libby McRary Long, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Libby McRary Long Date 07/22/20

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

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- 1) Background check must include a Social Security Trace** (which scans his/her SSN and lists every county/state of residence where that SSN has been used).
- 2) Background check must include any additional aliases that have been used by the individual.**
- 3) Background check must include a completed county level check for any county returned in the Social Security Trace.**
- 4) Background check must include a completed nationwide check.**

Elizabeth (Libby) Long
828-758-8728
medmcrary@gmail.com

SUMMARY

- Experienced educator for multiple schools, subjects, and grade levels
- Community leader with history of launching successful programs and initiatives
- Lifelong resident of Oak Hill community in Caldwell County and proud alumna of Oak Hill Elementary School
- All family members graduated from school in Oak Hill Community including parents, siblings, and children

WORK EXPERIENCE

Teacher

Granite Falls Middle School

Granite Falls, NC

- Teacher at 6-8 school and taught Language Arts for 6th graders for AIG and non-AIG students
- Taught Social Studies for 7th Graders during for one year
- Established Moving On Up Program for 6th graders and led efforts to collect donations from local community
- Sponsored various organizations including Beta Club, Recycling Club, Girls on the Run, and Newspaper Club
- Member of the Granite Falls Middle School Advisory Committee for three years

Teacher Assistant

Oak Hill Elementary School

Lenoir, NC

- Served as Teacher's Assistant at K-8 school and primarily taught Language Arts for 3rd-4th Graders
- Volunteered as tutor for 3rd-7th graders
- Awarded Teacher's Assistant of the Year by Caldwell County
- Director of Accelerated Reading Program
- Served as Interim Teacher for K-1 Combined Class

VOLUNTEER ACTIVITY

Founder

Oak Hill 4-H Club

Lenoir, NC

- Founded 4-H club for Oak Hill community and won County Chapter of year all but one year during involvement
- Awarded North Carolina 4-H Volunteer of the Year

Member

Oak Hill Ruritans

Lenoir, NC

- Served as Secretary for local community booster organization
- Worked with local churches for Backpack Ministry
- Delivered food for Oak Hill Food Pantry and Directed weekly Yard Sale to collect funds

Church Member

St. John's Lutheran Church

Lenoir, NC

- Served as member of Church Council and as Treasurer
- Taught Sunday School and served as Director of Vacation Bible School
- Played music as substitute Pianist/Organist

Church Member

Ebenezer United Methodist Church

Granite Falls, NC

- Served as Sunday School Superintendent
- Played music as Assistant Pianist
- Led initiatives as Director of Senior Citizens' meetings and Director of the November Country Store

Foster Volunteer

Pet Partners

Lenoir, NC

- Fostered 16 dogs and 2 cats with local animal shelter and successfully placed 100% into a permanent home

EDUCATION

Bachelor of Arts in English

Lenoir-Rhyne College

Hickory, NC

- Feature Editor for Lenoir Rhynean newspaper and writer for Hickory News covering issues at the school
- Member of Lenoir-Rhyne A Cappella Choir and participated in events as far away as Europe



Charter School Board Member Background Check Form

Certification Statement:

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I, Kelly McIntyre, certify that I **have not** been convicted of any misdemeanor or felony other than a minor traffic violation.

Signature Kelly McIntyre Date 7-22-20

I, _____, certify that I **have** been convicted of a misdemeanor or felony other than a minor traffic violation.

Signature _____ Date _____

Board Member Background Check

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- 4) Background check must include a completed nationwide check.**

KELLY DEAL MCINTYRE

4537 Oak Hill School Road

Cell: (843) 995-3698

E-mail: jkdeal74@yahoo.com or kelly@waterlifechurch.com

PURPOSE STATEMENT

To serve in an organization that seeks to meet the needs of children and their families.

EDUCATION

Master of Arts in Church Leadership, May 1998; Columbia Biblical Seminary & Graduate School of Missions, a division of Columbia International University. Area of Study: Youth Ministry

Bachelor of Science in Leisure Service Management; May 1996; University of North Carolina at Greensboro.

EXPERIENCE

Waterlife Church, Lenoir, NC; July 2015 to present, Kids Coordinator. Kids Ministry runs about 200

- Organize events, prepare curriculum, programming, recruiting & training of volunteers (approx. 120).

Pawleys Island Community Church, Pawleys Island, SC; Fall 2005 to 2013

Assistant to the Middle School Student Minister (part-time) - Maintained youth records, accounts. Assisted in programming events and trips and correspondence.

Georgetown Presbyterian Church, Georgetown, SC; November 2003 to January 2005

Administrative Assistant to the Pastor - Maintained membership records, supplies, prepared publications mailings, and correspondence.

University of South Carolina, Civil & Environmental Engineering Dept., Columbia, SC; November 2001 to October 2003, Administrative Assistant (Student Services) - Maintained student records, enrollment data, and graduate student application information. Produced departmental publications, statistical data, and documents for distribution.

First Baptist Church, Columbia, SC; August 2000 to October 2001, Administrative Assist for the Youth and College Ministers - Provided ministry support in the areas of administration, promotions, and membership.

Providence Day School, Charlotte, NC; 1999 to August 2000, Extended Day Teacher - Supervision of children of all ages during afterschool enrichment classes, recess, trips, etc.

Hickory Grove Baptist Church, Charlotte, NC; August 1999 to August 2000, Program Director for High School - Mentored senior high girls: teaching & small groups. Helped with set design and promo materials.

Shandon Baptist Church, Columbia, SC; 1997 to 1999, Intern and Minister to Middle School Students - Programmed events, small group teaching, mentor, mission trips, set design, and promotional materials.

Middle School Director of the After School Programs, YMCA Columbia, SC & YWCA Greensboro, NC 1995-1996 - Programmed all the activities for the middle school students. Provided tutoring.

Summer Assistant Counselor Coordinator, The Cove Camp, a division of the Billy Graham Evangelistic Association; Asheville, NC; 1995-1996 – Supervised high school staff and maintained camp store accounts.

OAK HILL CHARTER SCHOOL APPENDIX A

SURVEY RESULTS

Responses: 316

Valid Responses: 311

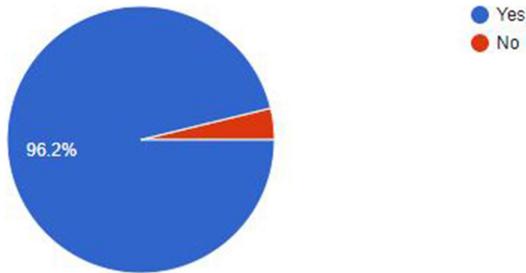
Interested Students: 269

Oak Hill Charter School Interest Form

Do you support the ability for parents to choose the best academic/educational option for their child(ren)?

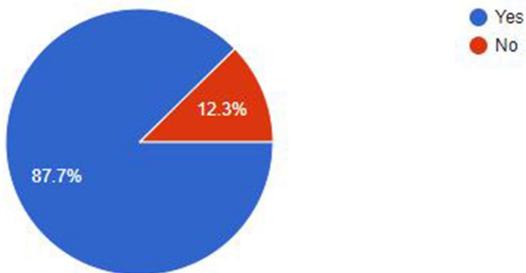


316 responses



Do you support a charter school in Caldwell County open to our North Carolina families?

316 responses



Do you generally support a rigorous college preparatory academic curriculum with a strong character education program?

277 responses



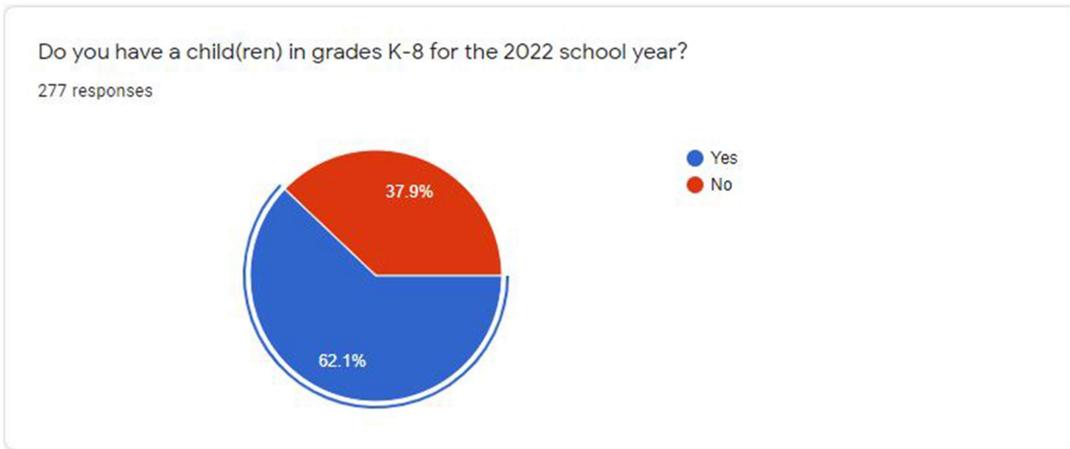
OAK HILL CHARTER SCHOOL APPENDIX A

SURVEY RESULTS

Responses: 316

Valid Responses: 311

Interested Students: 269



Oak Hill Charter Academy Interest Form

What grade will your child(ren) be in for the 2022 school year? (Check all that apply)

172 responses



The survey was taken over a 4 week period from April 2020 to May 2020. In addition to the survey, the School hosted two parent interest meetings and a BBQ Fundraiser.

BBQ FUNDRAISER Nearly \$3,000 Raised



**OAK HILL CHARTER SCHOOL
APPENDIX A**

Oak Hill Parent Interest Meetings



INSURANCE PROPOSAL
PREPARED FOR:

Oak Hill Charter School

PRESENTED BY:

**Van Popering
Insurance**

Insurance with a Twist

Account Executive: Brendan Van Popering
Address: 8318 Pineville Matthews Road, Suite 266
Charlotte, NC 28226
Phone: (704) 543-1544
E-Mail: Brendan@VPInsure.com
Policy Term: To Be Determined



This presentation is designed to give you an overview of the insurance coverages we recommend for your company. It is meant only as a general understanding of your insurance needs and should not be construed as a legal interpretation of the insurance policies that will be written for you. Please refer to your specific insurance contracts for details on coverages, conditions, and exclusions.

COMMERCIAL PROPERTY COVERAGE

Named Insured:	Oak Hill Charter School		
Company Name:	To be Determined	(AM Best rating: A or better)	
Policy Term:	TBD		
Street Address	Lenoir, NC 28645		

Limits	Property Description	Deductible	Co-Ins	Valuation
\$ 100,000	Business Personal Property	\$ 1,000	80%	RC
\$ N/A	Building			

REPLACEMENT COST VALUATION

This loss valuation method pays for the cost to repair or replace damaged items with like kind and quality without deduction for depreciation. This is important since you could face a substantial loss if you must replace property at today's prices but receive only the depreciated value of the property that was destroyed.

SPECIAL CAUSES OF LOSS COVERAGE

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COMMERCIAL GENERAL LIABILITY

Named Insured:	Oak Hill Charter School		
Company Name:	To be Determined	(AM Best rating: A or better)	
Policy Term:	TBD		

Coverage Written On:	<input checked="" type="checkbox"/> Occurrence Form <input type="checkbox"/> Claims Made Form		
	Retro:		
	LIMITS	COVERAGE DESCRIPTION	
\$	1,000,000	Each Occurrence - Bodily Injury and Property Damage	
\$	2,000,000	General Aggregate	
\$	2,000,000	Products and Completed Operations Aggregate	
\$	1,000,000	Personal and Advertising Injury	
\$	500,000	Damage to Rented Premises (each occurrence)	
\$	10,000	Medical Expense (any one person)	

Crime Coverage: Employee Dishonesty

	LIMITS	COVERAGE DESCRIPTION
\$	250,000	Crime – Employee Dishonesty

UMBRELLA (optional)

	LIMITS	COVERAGE DESCRIPTION	Avg Premium per million
\$	1,000,000	Umbrella Coverage	\$ 1,000

COMMERCIAL GENERAL LIABILITY SCHEDULE OF EXPOSURES

Loc	Classification	Class Code	Premium Basis (s)
1	SCHOOLS – Charter	47476	196

PROFESSIONAL LIABILITY

Named Insured:	Oak Hill Charter School	
Company Name:	To be Determined	(AM Best rating: A or better)
Policy Term:	TBD	

LIMITS		COVERAGES
\$	1,000,000	Educator's Legal Liability (per claim limit)
\$	2,000,000	Policy Aggregate
\$	1,000,000	Directors and Officers Liability

Abuse & Molestation Coverage (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Abuse & Molestation

Employment Related Practices (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 2,000,000	Employment Related Practices

Employee Benefit Liability (Optional)

	LIMITS	COVERAGE DESCRIPTION
\$	1,000,000 / 1,000,000	Employee Benefit Liability

WORKERS' COMPENSATION POLICY

Named Insured:	Oak Hill Charter School
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Limits		<u>Coverage Description</u>
	As Required	Workers' Com pensation
\$	500,000	Employer'sLiability-Each Accident
\$	500,000	Employer's Liability - Disease-Policy Limit
\$	500,000	Employer's Liability - Disease-Each Employee

Workers' Compensation Rating Basis

Loc	Code	Classification	Est. Payroll	Rates
All	8868	SCHOOL PROFESSIONAL EMPLOYEES & CLERICAL		0.48
All	9101	SCHOOL-ALL 0THER EMPLOYEES		2.6

****Payroll of employees x Rate = Total Premium**

COMMERCIAL AUTOMOBILE COVERAGE

Named Insured:	Oak Hill Charter School
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Limits		Coverage Description
\$	1,000,000	Combined Single Limit-Bodily Injury and Property Damage
\$	5,000	Medical Payments (each insured)

HIRED AND NON-OWNED AUTO COVERAGE

LIMITS		COVERAGE DESCRIPTION
\$	1,000,000	Each Occurrence

COMMERCIAL AUTOMOBILE SCHEDULE

Vch #	Year	Vehicle Make Vehicle Model Serial Number	Liab	Med Pay	PIP	UM	UIM	Specified Causes of Loss or Comprehensive	Collision Deductible
0001			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$
0002			X	X		X	X	[] Specified Causes [X] Comprehensive \$ Ded	\$

****Premium = Est. \$850 / per bus (Year 2000 School bus)**

STUDENT ACCIDENT POLICY

Named Insured:	Oak Hill Charter School
Company Name:	To be Determined (AM Best rating: A or better)
Policy Term:	TBD

Number of eligible students:

- 196

Description of Benefits:

- Full Excess Plan 4
- Accident Medical Expense **\$10,000**
- Including Dental up to \$100 per tooth
- \$0 Deductible
- 52 week Benefit Period

Principal Sum:

- \$10,000 Death
- \$20,000 Dismemberment

DESCRIPTION OF HAZARDS:

This coverage will protect covered property against direct physical loss arising from any cause not specifically excluded. The advantage of this form is that the insurance company must prove that a loss is specifically excluded in order to deny coverage under the policy.

COVERAGE RECOMMENDATIONS SPECIFICALLY FOR:

Oak Hill Charter School

OUR PROPOSAL MAY OR MAY NOT HAVE INCLUDED ALL EXPOSURES THAT YOUR BUSINESS MAY EXPERIENCE. THE FOLLOWING COVERAGES WILL TREAT SOME OF THE MAJOR EXPOSURES THAT WE WOULD LIKE FOR YOU TO CONSIDER (PREMIUMS PRESENTED UPON REQUEST AND RECEIPT OF COMPLETE UNDERWRITING INFORMATION):

FLOOD INSURANCE---This coverage is used to provide protection against loss due to water damage that arises from flooding, surface water, tides, tidal waves and the overflow of any body of water.

EARTHQUAKE COVERAGE---This coverage is used to provide protection for loss due to earth movement including earthquake shocks and volcanic eruption.

Loss Control Program---A written loss control and/or safety program should be developed, implemented and monitored by you to minimize your exposure to loss.

Employee Benefits Review Procedures--- To reduce the possibility of employee benefits administration errors, written procedures should be established for employee indoctrination and on-going servicing procedures.

Contracts Reviewed---All contracts should be reviewed routinely by legal counsel to ensure that you are not assuming any unintended liability, including hold harmless agreements, lease arrangements, contracts of carriage or purchase orders.

PREMIUM SUMMARY

Coverage Description

1.	Workers Compensation	\$	3,900.00
2.	Business Property		
	Property	\$	650.00
	General Liability	\$	2,000.00
	Professional Liability	\$	3,600.00
	<i>(optional coverage)</i>	\$	<i>2,500.00</i>
3.	Umbrella	\$	1,000.00
4.	Commercial Auto	\$	550.00
5.	Student Accident Policy	\$	500.00
6.	Crime Coverage - \$250,000	\$	375.00

Enrollment Projections Year 1 through Year 5

In the following tables, please list for each year and grade level, the numbers of students that the school receives. Please indicate any plans to increase the grade levels offered by the school over time and be sure these figures are accurate.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school.

LEA #1:	140-Caldwell	What percentage of
LEA #2:	020-Alexander	What percentage of
LEA #3:	181-Hickory City	What percentage of

Grade	Year 1			Year 2		
	LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3
	140	020	181	140	020	181
Kindergarten	18	2	2	18	2	2
Grade 1	18	2	2	18	2	2
Grade 2	18	2	2	18	2	2
Grade 3	18	2	2	18	2	2
Grade 4	18	2	2	18	2	2
Grade 5	18	2	2	18	2	2
Grade 6	20	3	3	20	3	3
Grade 7	20	3	3	20	3	3
Grade 8				20	3	3
Grade 9						
Grade 10						
Grade 11						
Grade 12						
LEA Totals:	148	18	18	168	21	21

For the first two years the State will fund the school up to the maximum projected enrollment for each of the subsequent years, the school may increase its enrollment only as permitted by NCGS 115C-218.7(b).



asonably expects to enroll. In addition,
 nres match those on the initial cover page.

ool at any particular level.

students from the LEA selected above will qualify for EC funding?	12%
---	-----

students from the LEA selected above will qualify for EC funding?	12%
---	-----

students from the LEA selected above will qualify for EC funding?	12%
---	-----

Year 3			Year 4			
LEA #1	LEA #2	LEA #3	LEA #1	LEA #2	LEA #3	LEA #1
140	020	181	140	020	181	140
18	2	2	18	2	2	18
18	2	2	18	2	2	18
18	2	2	18	2	2	18
18	2	2	18	2	2	18
18	2	2	18	2	2	18
18	2	2	18	2	2	18
20	3	3	20	3	3	20
20	3	3	20	3	3	20
20	3	3	20	3	3	20
168	21	21	168	21	21	168

ose years as set forth and approved in the projected enrollment tables. However, in

Year 5

LEA #2	LEA #3
---------------	---------------

020	181
------------	------------

2	2
2	2
2	2
2	2
2	2
2	2
2	2
3	3
3	3
3	3

21

21

Budget: Revenue Projections from each LEA Year 1

State Funds: Charter schools receive an equivalent amount per student as the local education agency from the State. Funding is based on the 1st month average daily membership.

In year 1: Base state allotments are determined by the LEA in which the student

In year 2 and Beyond: Base State allotments are determined by the LEA in which the student

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA

State EC Funds: Charter schools receive a per pupil share of state funds per student with disabilities are limited to 12.75% of the local education agency's average daily membership (ADM).

Federal EC Funds: Charter schools must qualify and apply for the individual federal grants based on

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCES

LEA #1:		140-Caldwell	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,913.29	148	
Local Funds	\$1,313.00	148	
State EC Funds	\$4,434.20	18	
Federal EC Funds	\$1,514.35	18	
Total:			

LEA #2:		020-Alexander	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$6,010.86	18	
Local Funds	\$1,346.00	18	
State EC Funds	\$4,185.98	2	
Federal EC Funds	\$1,514.35	2	
Total:			

LEA #3:		181-Hickory City	
Revenue	Approximate Per Pupil Funding	Projected LEA ADM	
State Funds	\$5,381.65	18	
Local Funds	\$1,647.00	18	
State EC Funds	\$4,464.16	2	
Federal EC Funds	\$1,514.35	2	
Total:			



y (LEA) receives per student receives

nt resides.

hich the school is located.

EA in which the student resides.

s (school-aged 5 through 21). Funds

their population of students.

RCE DOCUMENTS

Approximate funding for Year 1
\$875,166.92
\$194,324.00
\$78,751.39
\$26,894.86
\$1,175,137.17

Approximate funding for Year 1
\$108,195.48
\$24,228.00
\$9,041.72
\$3,271.00
\$144,736.19

Approximate funding for Year 1
\$96,869.70
\$29,646.00
\$9,642.59
\$3,271.00
\$139,429.28

Total Budget: Revenue Projections Year 1 through Year 5

All per pupil amounts are from the most current information and would be approximations for Year 1.

Federal funding is based upon the number of students enrolled who qualify. The applicant should use caution when relying on one to meet budgetary goals.

These revenue projection figures do NOT guarantee the charter school would receive this amount of funding in Year 1.

For local funding amounts, applicants will need to contact their local offices or LEA.

Income: Revenue Projections	Year 1	Year 2	Year 3	Year 4
State ADM Funds	\$ 1,080,232	\$ 1,232,675	\$ 1,232,675	\$ 1,232,675
Local Per Pupil Funds	\$ 248,198	\$ 283,437	\$ 283,437	\$ 283,437
State EC Funds	\$ 97,436	\$ 111,192	\$ 111,192	\$ 111,192
Federal EC Funds	-	\$ 33,437	\$ 38,162	\$ 38,162
Other Funds*				
Working Capital*				
TOTAL REVENUE:	\$ 1,425,866	\$ 1,660,741	\$ 1,665,466	\$ 1,665,466

**All budgets should balance indicating strong budgetary skills. Any negative fund balances will, more than likely, generate add those evaluating the application. If the applicant is depending on other funding sources or working capital to balance the oper provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of th figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.*

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix



federal funding in year

Year 5	
\$	1,232,675
\$	283,437
\$	111,192
\$	38,162
\$	1,665,466

*ditional questions by
ating budget, please
ese funds. If these*

M.

Personnel Budget: Expenditure Projections

Budget Expenditure Projections	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary	Number of Staff	Average Salary	Total Salary
Administrative & Support Personnel															
Lead Administrator	1	\$ 75,000	\$ 75,000	1	\$ 76,500	\$ 76,500	1	\$ 77,500	\$ 77,500	1	\$ 77,500	\$ 77,500	1	\$ 77,500	\$ 77,500
Assistant Administrator		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Finance Officer		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Clerical		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Food Service Staff		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Custodians		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Transportation Staff	2	\$ 13,000	\$ 26,000	2	\$ 14,000	\$ 28,000	2	\$ 14,500	\$ 29,000	2	\$ 14,500	\$ 29,000	2	\$ 14,500	\$ 29,000
Office Manager	1	\$ 30,000	\$ 30,000	1	\$ 31,000	\$ 31,000	1	\$ 31,500	\$ 31,500	1	\$ 31,500	\$ 31,500	1	\$ 31,500	\$ 31,500
Administrative Assistant (Part Time)	1	\$ 18,000	\$ 18,000	1	\$ 19,000	\$ 19,000	1	\$ 19,500	\$ 19,500	1	\$ 19,500	\$ 19,500	1	\$ 19,500	\$ 19,500
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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Total Admin and Support:	5		\$ 149,000	5		\$ 154,500	5		\$ 157,500	5		\$ 157,500	5		\$ 157,500
Instructional Personnel															
Core Content Teacher(s)	9	\$ 42,000	\$ 378,000	10	\$ 43,000	\$ 430,000	10	\$ 43,500	\$ 435,000	10	\$ 43,500	\$ 435,000	10	\$ 43,500	\$ 435,000
Electives/Specialty Teacher(s)	3	\$ 18,000	\$ 54,000	3	\$ 19,000	\$ 57,000	3	\$ 19,500	\$ 58,500	3	\$ 19,500	\$ 58,500	3	\$ 19,500	\$ 58,500
Exceptional Children Teacher(s)	1	\$ 42,000	\$ 42,000	2	\$ 43,000	\$ 86,000	2	\$ 43,500	\$ 87,000	2	\$ 43,500	\$ 87,000	2	\$ 43,500	\$ 87,000
Instructional Support		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Teacher Assistants	2	\$ 15,000	\$ 30,000	2	\$ 16,000	\$ 32,000	2	\$ 16,500	\$ 33,000	2	\$ 16,500	\$ 33,000	2	\$ 16,500	\$ 33,000
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel:	15		\$ 504,000	17		\$ 605,000	17		\$ 613,500	17		\$ 613,500	17		\$ 613,500
Total Admin, Support and Instructional Personnel:	20		\$ 653,000	22		\$ 759,500	22		\$ 771,000	22		\$ 771,000.00	22		\$ 771,000

Benefits	Year 1			Year 2			Year 3			Year 4			Year 5		
	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total	Number of Staff	Cost Per	Total
Administrative & Support Benefits															
Health Insurance	2	\$ 4,800	\$ 9,600	2	\$ 5,280	\$ 10,560	2	\$ 5,500	\$ 11,000	2	\$ 5,800	\$ 11,600	2	\$ 6,000	\$ 12,000
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other	2	\$ 2,140	\$ 4,280	2	\$ 2,190	\$ 4,380	2	\$ 2,220	\$ 4,440	2	\$ 2,220	\$ 4,440	2	\$ 2,220	\$ 4,440
Life Insurance	2	\$ 420	\$ 840	2	\$ 420	\$ 840	2	\$ 450	\$ 900	2	\$ 450	\$ 900	2	\$ 450	\$ 900
Disability	2	\$ 420	\$ 840	2	\$ 420	\$ 840	2	\$ 450	\$ 900	2	\$ 450	\$ 900	2	\$ 450	\$ 900
Medicare	5	\$ 438	\$ 2,190	5	\$ 454	\$ 2,269	5	\$ 463	\$ 2,315	5	\$ 463	\$ 2,315	5	\$ 463	\$ 2,315
Social Security	5	\$ 1,872	\$ 9,362	5	\$ 1,941	\$ 9,703	5	\$ 1,978	\$ 9,889	5	\$ 1,978	\$ 9,890	5	\$ 1,978	\$ 9,890
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin and Support Benefits:		\$ 27,112	\$ 27,112		\$ 28,592	\$ 28,592		\$ 29,444	\$ 29,444		\$ 30,045	\$ 30,045		\$ 30,445	\$ 30,445
Instructional Personnel Benefits															
Health Insurance	10	\$ 4,800	\$ 48,000	12	\$ 5,280	\$ 63,360	12	\$ 5,500	\$ 66,000	12	\$ 5,800	\$ 69,600	12	\$ 6,000	\$ 72,000
Retirement Plan-NC State		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Retirement Plan-Other	10	\$ 1,680	\$ 16,800	12	\$ 1,720	\$ 20,640	12	\$ 1,740	\$ 20,880	12	\$ 1,740	\$ 20,880	12	\$ 1,740	\$ 20,880
Social Security	15	\$ 2,083	\$ 31,245	17	\$ 2,206	\$ 37,502	17	\$ 2,237	\$ 38,029	17	\$ 2,237	\$ 38,029	17	\$ 2,237	\$ 38,029
Disability	10	\$ 420	\$ 4,200	12	\$ 420	\$ 5,040	12	\$ 450	\$ 5,400	12	\$ 450	\$ 5,400	12	\$ 450	\$ 5,400
Medicare	15	\$ 487	\$ 7,305	17	\$ 516	\$ 8,772	17	\$ 523	\$ 8,888	17	\$ 523	\$ 8,891	17	\$ 523	\$ 8,891
Life Insurance	10	\$ 420	\$ 4,200	12	\$ 420	\$ 5,040	12	\$ 450	\$ 5,400	12	\$ 450	\$ 5,400	12	\$ 450	\$ 5,400
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
*** Edit text as needed. ***		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Personnel Benefits:		\$ 111,750	\$ 111,750		\$ 140,354	\$ 140,354		\$ 144,597	\$ 144,597		\$ 148,200	\$ 148,200		\$ 150,600	\$ 150,600
Total Personnel Benefits:		\$ 138,862	\$ 138,862		\$ 168,946	\$ 168,946		\$ 174,041	\$ 174,041		\$ 178,245	\$ 178,245		\$ 181,045	\$ 181,045
Total Admin & Support Personnel (Salary & Benefits):	5	\$ 176,112	\$ 176,112	5	\$ 183,092	\$ 183,092	5	\$ 186,844	\$ 186,844	5	\$ 187,545.00	\$ 187,545.00	5	\$ 187,945	\$ 187,945
Total Instructional Personnel (Salary & Benefits):	15	\$ 615,750	\$ 615,750	17	\$ 745,354	\$ 745,354	17	\$ 758,097	\$ 758,097	17	\$ 761,700	\$ 761,700	17	\$ 764,100	\$ 764,100
TOTAL PERSONNEL:	20	\$ 791,862	\$ 791,862	22	\$ 928,446	\$ 928,446	22	\$ 945,041	\$ 945,041	22	\$ 949,245	\$ 949,245	22	\$ 952,045	\$ 952,045

*The personnel list below may be amended to meet the staffing of individual charter schools. This list should align with the projected staff located in the Operations Plan.

Operations Budget: Expenditure Projections

The following list of expenditure items is presented as an example. Applicants should modify to meet their needs.

OPERATIONS BUDGET: Administrative and Support			
	Year 1	Year 2	Year 3
Office			
Office Supplies	\$ 8,500.00	\$ 8,500.00	\$ 7,500.00
Paper	\$ 2,500.00	\$ 3,000.00	\$ 3,000.00
Computers & Software	\$ 2,200.00	\$ 1,000.00	\$ 1,000.00
Communications & Telephone	\$ 4,000.00	\$ 4,500.00	\$ 2,400.00
Copier leases	\$ 5,200.00	\$ 5,200.00	\$ 5,200.00
Other	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
IT Services	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
Management Company			
Contract Fees			
Other			
*** Insert rows and edit text as needed. ***			
Professional Contract			
Legal Counsel	\$ 10,000.00	\$ 12,000.00	\$ 13,000.00
Student Accounting	\$ 30,000.00	\$ 34,000.00	\$ 34,000.00
Financial	\$ 9,000.00	\$ 10,000.00	\$ 10,000.00
Other Contracted Fees	\$ 1,250.00	\$ 1,500.00	\$ 1,500.00
LINQ Fee	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Facilities			
Facility Lease/Mortgage	\$ 108,000.00	\$ 120,000.00	\$ 135,000.00
Maintenance	\$ 12,000.00	\$ 14,000.00	\$ 16,000.00
Custodial Supplies	\$ 2,500.00	\$ 3,500.00	\$ 3,500.00
Custodial Contract	\$ 10,000.00	\$ 12,000.00	\$ 13,000.00
Insurance (pg19)	\$ 16,000.00	\$ 18,500.00	\$ 19,000.00
Furniture	\$ 30,000.00	\$ 11,000.00	\$ 6,000.00
*** Insert rows and edit text as needed. ***			
Utilities			
Electric/Gas/Water/Sewer	\$ 50,000.00	\$ 57,000.00	\$ 58,000.00
Gas			
Water/Sewer			
Trash	\$ 1,800.00	\$ 2,000.00	\$ 2,000.00
Other			
*** Insert rows and edit text as needed. ***			
Transportation			
Buses	\$ 10,000.00		
Gas	\$ 10,000.00	\$ 10,500.00	\$ 10,500.00
Oil/Tires & Maintenance	\$ 8,000.00	\$ 10,500.00	\$ 12,000.00
Other	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
*** Insert rows and edit text as needed. ***			

Other			
Marketing	\$ 15,000.00	\$ 15,000.00	\$ 13,000.00
Child nutrition	\$ 40,700.00	\$ 45,000.00	\$ 47,000.00
Travel	\$ 6,500.00	\$ 7,500.00	\$ 7,500.00
Other	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
*** Insert rows and edit text as needed. ***			
Total Administrative & Support Operations:	\$ 432,150.00	\$ 445,200.00	\$ 459,100.00

OPERATIONS BUDGET:			
Instructional	Year 1	Year 2	Year 3
Classroom Technology			
Software	\$ 3,500.00	\$ 1,500.00	\$ 1,500.00
Projectors/Document Cameras	\$ 2,000.00	\$ 1,000.00	\$ 1,000.00
Computers	\$ 5,200.00	\$ 1,500.00	\$ 1,500.00
Student Computers/Charging Stations	\$ 13,000.00	\$ 13,000.00	\$ 5,000.00
Instructional Contract			
Staff Development	\$ 8,500.00	\$ 9,000.00	\$ 9,000.00
Other	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
Professional Development Stipends	\$ 2,500.00	\$ 3,000.00	\$ 3,000.00
EC Contracted Services	\$ 24,000.00	\$ 26,000.00	\$ 27,000.00
Books and Supplies			
Instructional Materials	\$ 8,500.00	\$ 4,000.00	\$ 4,000.00
Curriculum/Texts	\$ 45,000.00	\$ 22,000.00	\$ 15,000.00
Classroom Stipends	\$ 2,500.00	\$ 3,000.00	\$ 3,000.00
Testing Supplies	\$ 5,000.00	\$ 6,000.00	\$ 6,000.00
Other	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
*** Insert rows and edit text as needed. ***			
Total Instructional Operations:	\$ 124,700.00	\$ 95,000.00	\$ 81,000.00
TOTAL OPERATIONS:	\$ 556,850.00	\$ 540,200.00	\$ 540,100.00

**Applicants may amend this table and the position titles to fit their Education and Operations Plans.*

Year 4		Year 5	
\$	7,500.00	\$	7,500.00
\$	3,000.00	\$	3,000.00
\$	1,000.00	\$	1,000.00
\$	2,400.00	\$	2,400.00
\$	5,200.00	\$	5,200.00
\$	5,000.00	\$	5,000.00
\$	24,000.00	\$	24,000.00
\$	14,000.00	\$	14,000.00
\$	34,000.00	\$	34,000.00
\$	10,000.00	\$	10,000.00
\$	1,500.00	\$	1,500.00
\$	5,000.00	\$	5,000.00
\$	140,000.00	\$	140,000.00
\$	16,000.00	\$	16,000.00
\$	3,500.00	\$	3,500.00
\$	13,500.00	\$	13,500.00
\$	21,000.00	\$	22,000.00
\$	6,000.00	\$	6,000.00
\$	58,000.00	\$	58,000.00
\$	2,000.00	\$	2,000.00
\$	10,500.00	\$	10,500.00
\$	12,000.00	\$	12,000.00
\$	2,500.00	\$	2,500.00

\$ 12,000.00	\$ 10,000.00
\$ 47,000.00	\$ 47,000.00
\$ 7,500.00	\$ 7,500.00
\$ 2,500.00	\$ 2,500.00
\$ 466,600.00	\$ 465,600.00

Year 4		Year 5	
\$	1,500.00	\$	1,500.00
\$	1,000.00	\$	1,000.00
\$	1,500.00	\$	1,500.00
\$	5,000.00	\$	3,000.00
\$	9,000.00	\$	9,000.00
\$	2,500.00	\$	2,500.00
\$	3,000.00	\$	3,000.00
\$	27,000.00	\$	27,000.00
\$	4,000.00	\$	4,000.00
\$	13,000.00	\$	13,000.00
\$	3,000.00	\$	3,000.00
\$	6,000.00	\$	6,000.00
\$	2,500.00	\$	2,500.00
\$	79,000.00	\$	77,000.00
\$	545,600.00	\$	542,600.00

Overall Budget

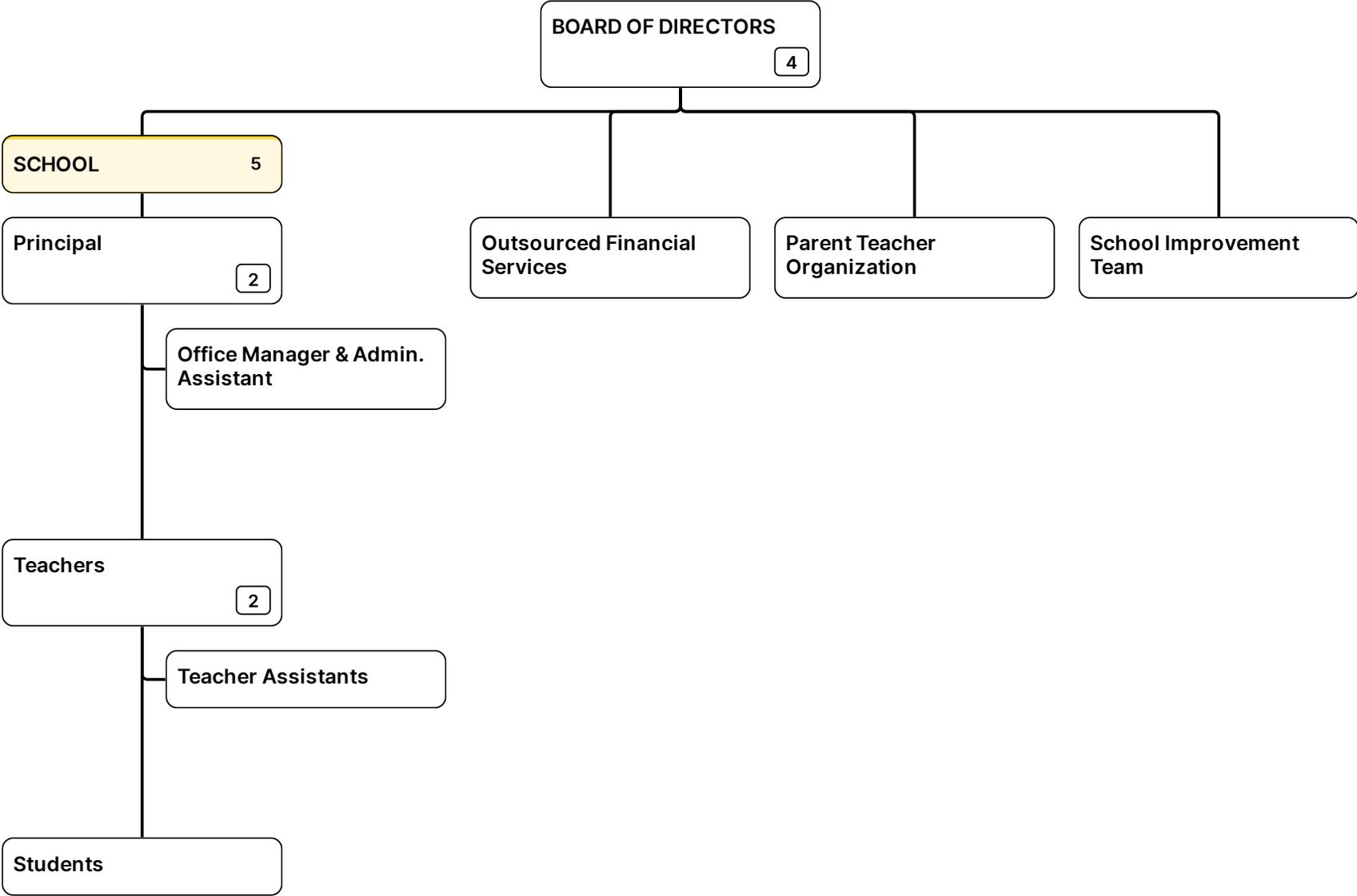
SUMMARY	Logic	Year 1	Year 2	Year 3	Year 4
Total Personnel	J	\$ 791,861.50	\$ 928,446.00	\$ 945,040.60	\$ 949,245.00
Total Operations	M	\$ 556,850.00	\$ 540,200.00	\$ 540,100.00	\$ 545,600.00
Total Expenditures	$N = J + M$	\$ 1,348,711.50	\$ 1,468,646.00	\$ 1,485,140.60	\$ 1,494,845.00
Total Revenue	Z	\$ 1,425,865.79	\$ 1,660,741.10	\$ 1,665,465.87	\$ 1,665,465.87
Surplus / (Deficit)	$= Z - N$	\$ 77,154.29	\$ 192,095.10	\$ 180,325.27	\$ 170,620.87



Year 5	
\$	952,045.00
\$	542,600.00
\$	1,494,645.00
\$	1,665,465.87
\$	170,820.87

Oak Hill Charter School Organizational Chart

BOARD OF DIRECTORS



JULY 2022						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2022						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2022						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOVEMBER 2022						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

DECEMBER 2022						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2023						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

MARCH 2023						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

APRIL 2023						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

MAY 2023						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

JUNE 2023							
S	M	T	W	T	F	S	
					1	2	3
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

22

15

22

12



First Day of School

Q

End of Quarter



Teacher Workday/Professional Development



Vacation/Holiday



Testing Days

Total Days: 185

Testing Dates:

BOG Testing: September 12, 2022

W-APT: September 1, 2022

NWEA MAP: September 15-16 2022; April 24-25, 2023

WIDA Screener: September 2, 2022

RTA Testing- October 27, 2022

ASSESS Testing: February 35, 2023 - February 6, 2023

End-Of-Grade Testing/NCEXTEND: May 31, 2023-June 5, 2023

****Note:** Any student enrolling after the start of the school year will be given the W-APT and/or the WIDA Screener within 14 calendar days, if applicable.

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Oak Hill Charter School

2. Full name: Jan Greene

Home Address: 106 B Park Pl. Lenoir, NC 28645

Business Name and Address:

Telephone No.: 828-758-2000

E-mail address: giftofgrace1@charter.net

3. Brief educational and employment history.

I am a former county commissioner chairman, served on the county Board of Health, and served on the Caldwell County Planning Board. I have also worked in positions in banking, owned businesses, and received several distinguished awards for service. I am spending her retirement as a substitute teacher for the local school system.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by Kelly McIntyre. I wish to serve the board because I strongly believe in the school's mission and believe heavily in charter schools, especially Caldwell County getting its first.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is to make sure that they are involved in the school, but not micromanaging everything that is going on. We need to make sure that the principal is able to do their job and make appropriate decisions for the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe my experience as a county commissioner and serving on other government boards will allow me to help the board with Open Meetings Law and other governance related items.

8. Describe the specific knowledge and experience that you would bring to the board.

My knowledge and experience I would bring would be my experience on the board of county commissioners, experience with passing school board budgets, and knowing the community.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to provide a rigorous traditional curriculum that focuses on direct instruction, recitation, memorization, and the importance of facts. The school will have the Core Essentials curriculum which will help students meet the challenges of today and the successes of tomorrow.

2. What is your understanding of the school's proposed educational program?

It is my understanding our Charter school will offer a kind of back to basics education, such as U.S history, world history, core mathematics, spelling, language, and most important to most parents I hear from is a sense of values, such as integrity, honesty, self-worth, and last but definitely not least RESPECT for yourself and others. Most parents in our area feel these are as important as the three "R's".

3. What do you believe to be the characteristics of a successful school?

A successful school is one that is consistently evaluating and meeting the goals set. A successful school has a wonderful group of parents invested in the mission of the school and knows the curriculum well.

4. How will you know that the school is succeeding (or not) in its mission?

The school will know by the enrollment numbers, parent satisfaction, test scores, and gauging student success with the character education program.

Governance

1. Describe the role that the board will play in the school's operation.

The board will meet every month and receive a report from the principal regarding school operations. The board will evaluate the budget and ensure that the school is meeting obligations. It is important that the

school board stays involved, but does not micromanage the principal and staff. It is important to follow the organizational chart.

2. How will you know if the school is successful at the end of the first year of operation?
The school will have met all of its goals and is financially in the black.

3. How will you know at the end of five years of the schools is successful?
The school has met all of its goals in the application and has grown financially and is closed and closer to its vision.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to be present and aware of the financials and the actions taken by the principal and staff. The board must hold everyone accountable and closely listen to feedback from our parents, students, and staff.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would personally go to that person or people and confront them about their actions. If the issue does not get resolved, then I would go to the board chair with my issue.

*Please include the following with your Information Form

- a one page resume



*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Janice L. GREENE, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Janice L. Greene _____
Signature Date 7-23-20

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Oak Hill Charter School

2. Full name: John McRary

Home Address: 4675 Oak Hill School Rd. Lenoir, NC 28645

Business Name and Address:

Telephone No.: 828-612-3916

E-mail address: johnmcrary@yahoo.com

3. Brief educational and employment history.

I have served in the US Navy and then have worked for the Pepsi-Cola Bottling Company for 33 years.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by Kelly McIntyre to the board. I wish to serve the board because I strongly believe in the school's mission and vision. I think we need to go back to the

traditional way of learning.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is to make sure that they are involved in the school, but not micromanaging everything that is going on. We need to make sure that the principal is able to do their job and make appropriate decisions for the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe my experience as a school parent and "jack of all trades" will serve the board well. Every board should have a parent representative with a parent perspective.

8. Describe the specific knowledge and experience that you would bring to the board.

My knowledge and experience comes from being a parent and understanding the local community. I am a lifelong resident of the Oak Hill Community and have participated in many community functions. This experience and knowledge will serve the board well.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to provide a rigorous traditional curriculum that focuses on direct instruction, recitation, memorization, and the importance of facts. The school will have the Core Essentials curriculum which will help students meet the challenges of today and the successes of tomorrow.

2. What is your understanding of the school's proposed educational program?

The choices of curriculum for Oakhill Charter School are as follows:

Core Knowledge- Provides a detailed outline of specific content and skills to be taught in English Language Arts, History, Geography, Math, Science, Visual Arts, and Music. Used as a guide to content from grade to grade, designed to encourage steady academic growth.

Shurley Grammar- Designed to help with basic sentence structure and works as a supplemental to Core Knowledge.

Saxon Math- Utilizes incremental learning, and building on previous lessons.

Core Essentials- Character education with instruction on how to treat others respectfully, make smart decisions, and maximize individual potential.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that is consistently evaluating and meeting the goals set. A successful school has a wonderful group of parents invested in the mission of the school and knows the curriculum well.

4. How will you know that the school is succeeding (or not) in its mission?



The school will know by the enrollment numbers, parent satisfaction, test scores, and gauging student success with the character education program.

Governance

1. Describe the role that the board will play in the school's operation.

The board will meet every month and receive a report from the principal regarding school operations. The board will evaluate the budget and ensure that the school is meeting obligations. It is important that the school board stays involved, but does not micromanage the principal and staff. It is important to follow the organizational chart.

2. How will you know if the school is successful at the end of the first year of operation?

The school will have met all of its goals and is financially in the black.

3. How will you know at the end of five years of the schools is successful?

The school has met all of its goals in the application and has grown financially and is closed and closer to its vision.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?

The board will need to be present and aware of the financials and the actions taken by the principal and staff. The board must hold everyone accountable and closely listen to feedback from our parents, students, and staff.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?

I would personally go to that person and confront them about their actions. If the issue does not get resolved, then I would go to the full board with the problem at the next board meeting.

*Please include the following with your Information Form

- a one page resume



*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, John McLary, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for OAK HILL Charter School is true and correct in every respect.

Signature
Date

John McLary
7-22-20

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Oak Hill Charter School
2. Full name: Elizabeth McRary Long

Home Address: 300 Auton Rd. Lenoir, NC 28645

Business Name and Address:

Telephone No.: 828-758-8728

E-mail address: medmccrary@gmail.com

3. Brief educational and employment history.

I am a retired teacher from the Caldwell County School system. I taught at Granite Falls Middle School for many years. I am a very active volunteer in the Oak Hill Ruritan Club and several other non-profit organizations around the county.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by Kelly McIntyre. I wish to serve the board because I strongly believe in



a traditional education and offering alternative choices in education.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is to make sure that they are involved in the school, but not micromanaging everything that is going on. We need to make sure that the principal is able to do their job and make appropriate decisions for the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe my experience as a teacher will serve the board well. I also serve the Oak Hill Community as the secretary of the Oak Hill Ruritans.

8. Describe the specific knowledge and experience that you would bring to the board.

My knowledge and experience as a teacher will help the board evaluate good teacher and principal candidates.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to provide a rigorous traditional curriculum that focuses on direct instruction, recitation, memorization, and the importance of facts. The school will have the Core Essentials curriculum which will help students meet the challenges of today and the successes of tomorrow.

2. What is your understanding of the school's proposed educational program?

The Oak Hill Charter School curriculum will use Saxon math, Shurley grammar, Core Essentials Character Education, and Core Knowledge for ELA, science, history, and geography. Saxon math introduces a new math concept and continues to review past concepts learned. It is a building process and involves a lot of hands on activities. Shurley grammar teaches the whys of grammar followed by practicing the skill of writing sentences. Constructing sentences develops into writing paragraphs, papers, and essays. A good writer becomes a good speaker. Core Essentials teaches a monthly word and definition for all students. The motto is "Say It, Know It, See It, Be It". Core Knowledge integrates science, history and geography with the arts by learning about different cultures, civilizations, and concepts.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that is consistently evaluating and meeting the goals set. A successful school has a wonderful group of parents invested in the mission of the school and knows the curriculum well.

4. How will you know that the school is succeeding (or not) in its mission?

The school will know by the enrollment numbers, parent satisfaction, test scores, and gauging student success with the character education program.

Governance



1. Describe the role that the board will play in the school's operation.

The board will meet every month and receive a report from the principal regarding school operations. The board will evaluate the budget and ensure that the school is meeting obligations. It is important that the school board stays involved, but does not micromanage the principal and staff. It is important to follow the organizational chart.

2. How will you know if the school is successful at the end of the first year of operation?
The school will have met all of its goals and is financially in the black.

3. How will you know at the end of five years of the schools is successful?
The school has met all of its goals in the application and has grown financially and is closed and closer to its vision.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to be present and aware of the financials and the actions taken by the principal and staff. The board must hold everyone accountable and closely listen to feedback from our parents, students, and staff.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would personally go to that person or people and confront them about their actions. If the issue does not get resolved, then I would go to the board chair with my issue.

*Please include the following with your Information Form

- a one page resume



*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Libby McRary Long, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Oak Hill Charter School is true and correct in every respect.

Libby McRary Long _____
Signature Date 07/22/20

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Oak Hill Charter School

2. Full name: Stephanie Lail

Home Address: 241 Wildwood Rd. Lenoir, NC 28645

Business Name and Address:

Telephone No.: 828-446-0449

E-mail address: stephanielail@statinc.net

3. Brief educational and employment history.

I am the CFO of STAT Industrial Environmental Services here in Caldwell County. I have a BS in business from Appalachian State University and a MA in Occupational safety.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by Kelly McIntyre and Jan Greene to the board. I wish to serve the board because I strongly believe in the school's mission and am dissatisfied with the current

plans the school district has with realignment.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is to make sure that they are involved in the school, but not micromanaging everything that is going on. We need to make sure that the principal is able to do their job and make appropriate decisions for the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe my experience as a CFO will serve me well on the board. As the elected treasurer, I believe I can help the school with developing budgets and ensuring proper cash flow.

8. Describe the specific knowledge and experience that you would bring to the board.

My knowledge and experience to the board comes from being a parent and CFO at STAT. I have knowledge of payroll and budgeting that will help the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to provide a rigorous traditional curriculum that focuses on direct instruction, recitation, memorization, and the importance of facts. The school will have the Core Essentials curriculum which will help students meet the challenges of today and the successes of tomorrow.

2. What is your understanding of the school's proposed educational program?

The curriculum is a back to basics approach to education that really focuses on a spiralized approach, students consistently building upon previous concepts. The Core Essentials character education curriculum will help students fulfill the mission and vision of our school with the three big ideas and a different character trait every month.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that is consistently evaluating and meeting the goals set. A successful school has a wonderful group of parents invested in the mission of the school and knows the curriculum well.

4. How will you know that the school is succeeding (or not) in its mission?

The school will know by the enrollment numbers, parent satisfaction, test scores, and gauging student success with the character education program.

Governance

1. Describe the role that the board will play in the school's operation.

The board will meet every month and receive a report from the principal regarding school operations. The board will evaluate the budget and ensure that the school is meeting obligations. It is important that the school board stays involved, but does not micromanage the principal and staff. It is important to follow the organizational chart.



2. How will you know if the school is successful at the end of the first year of operation?
The school will have met all of its goals and is financially in the black.

3. How will you know at the end of five years of the schools is successful?
The school has met all of its goals in the application and has grown financially and is closed and closer to its vision.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to be present and aware of the financials and the actions taken by the principal and staff. The board must hold everyone accountable and closely listen to feedback from our parents, students, and staff.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would personally go to that person or people and confront them about their actions. If the issue does not get resolved, then I would go to the full board with the problem at the next board meeting.

*Please include the following with your Information Form

- a one page resume



*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. [Click or tap here to enter text.](#)

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for _____ Charter School is true and correct in every respect.

Signature
Date

Stephanie Lail
7/22/2020

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and as a board member of a North Carolina public charter school; you are responsible for ensuring the quality of the school's entire program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Oak Hill Charter School
2. Full name: Jessica Smith

Home Address: 4187 Lindsay St. Lenoir, NC

Business Name and Address:

Telephone No.: 704-770-7467

E-mail address: jsmith5@ncdot.gov

3. Brief educational and employment history.

I have worked in law enforcement since 2006 both in the Lenoir Police Dept and at the NCDMV License and Theft Bureau as a state investigator. I hold an Associates degree from Haywood Community College in Fish and Wildlife Management.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No: Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was recruited by Kelly McIntyre to the board. I wish to serve the board because I

strongly believe in a traditional education and giving students choices. I spent my years at the Lenoir Police Department working on child abuse cases and I run the local Toys for Tots. I care deeply about children and making sure they have the best opportunities.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is to make sure that they are involved in the school, but not micromanaging everything that is going on. We need to make sure that the principal is able to do their job and make appropriate decisions for the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe my experience with the Lenoir Police Department and running Toys for Tots will allow me to be a productive and effective board member.

8. Describe the specific knowledge and experience that you would bring to the board.

I have experience working with children and understanding the challenges families face. This experience will help me relate to school families.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to provide a rigorous traditional curriculum that focuses on direct instruction, recitation, memorization, and the importance of facts. The school will have the Core Essentials curriculum which will help students meet the challenges of today and the successes of tomorrow.

2. What is your understanding of the school's proposed educational program?

North Carolina Charter Schools are afforded the opportunity to operate with more flexibility regarding curriculum oversight than other "traditional" public schools. They are overseen by a board of directors who are vested in the community and who make decisions based on what is beneficial to the student body as a whole. This is a large part of what makes them an asset to a community, and our community will benefit greatly from such an educational facility. We strive to provide this facility to our community offering the Core Knowledge Method incorporating The Saxon Math Method and Shurley Grammar. While utilizing the Core Essentials Character Education Program our children will continue to grow with a sound foundation of an education that they will understand. The benefits of Core Knowledge as I see it are using subject content knowledge building a common foundation for students, while allowing them to use those building blocks as they proceed further with their education. My understanding of the Saxon Math Method as well as the Shurley English techniques is that they work harmoniously using building blocks to constantly teach new topics while incorporating and reinforcing the previously taught topics. Our students will benefit greatly from an education that they can understand, enjoy and put into practice in both their educational ventures as well as their development into highly functioning young adults.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that is consistently evaluating and meeting the goals set. A successful school has a wonderful group of parents invested in the mission of the

school and knows the curriculum well.

4. How will you know that the school is succeeding (or not) in its mission?

The school will know by the enrollment numbers, parent satisfaction, test scores, and gauging student success with the character education program.

Governance

1. Describe the role that the board will play in the school's operation.

The board will meet every month and receive a report from the principal regarding school operations. The board will evaluate the budget and ensure that the school is meeting obligations. It is important that the school board stays involved, but does not micromanage the principal and staff. It is important to follow the organizational chart.

2. How will you know if the school is successful at the end of the first year of operation?
The school will have met all of its goals and is financially in the black.

3. How will you know at the end of five years of the schools is successful?
The school has met all of its goals in the application and has grown financially and is closed and closer to its vision.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to be present and aware of the financials and the actions taken by the principal and staff. The board must hold everyone accountable and closely listen to feedback from our parents, students, and staff.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would personally go to that person and confront them about their actions. If the issue does not get resolved, then I would go to Kelly, the board chair, to address to issue at the next board meeting.

*Please include the following with your Information Form

- a one page resume

*If you responded within the application that disciplinary action has been taken against any past or present professional licenses, provide a detailed response below outlining the disciplinary action taken and the license validity. Click or tap here to enter text.

Certification

I, Jessica D. Smith, certify to the best of my knowledge and ability that the information I am providing to the North Carolina State Board of Education as a prospective board member for Oak Hill Charter School is true and correct in every respect.

Signature
Date


1/23/2020

Appendix I – Board Member Background Certification Statement and Completed Background Check*

Charter School Board Member Information Form

Note: To be completed individually by each proposed founding charter school board member. All forms must be signed by hand.

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As part of the application for a new charter school, the State Board of Education requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

Background

1. Name of charter school on whose Board of Directors you intend to serve: Oak Hill Charter School
2. Full name: Kelly McIntyre

Home Address: 4537 Oak Hill Rd. Lenoir, NC 28645

Business Name and Address:

Telephone No.: 843-995-3698

E-mail address: kelly@waterlifechurch.com

3. Brief educational and employment history.

I have my MA in church leadership and student ministry. I am the Kids Coordinator (part-time) at Waterlife Church and have worked with children, teens, parents, and volunteers for over 27 years through summer camps at the Billy Graham Training Center, YMCA, YWCA, afterschool programs, and churches.

4. Have you previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation?

No:

Yes:

5. How were you recruited to join this Board of Directors? Why do you wish to serve on the board of the proposed charter school?

I was the first person to join Oak Hill Charter School and wanted to start a charter school after concerns about the local school board. I contacted my brother-in-law who serves on the board of Monroe Charter Academy. He highly recommended Goodall Consulting as a contact to help get everything started. I want to serve on the board because our kids deserve more school options and the choice of a back-to-basics education.

6. What is your understanding of the appropriate role of a public charter school board member?

The appropriate role of a public charter school board member is to make sure that they are involved in the school, but not micromanaging everything that is going on. We need to make sure that the principal is able to do their job and make appropriate decisions for the school.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I believe my experience in church leadership and working with children will give me the appropriate experience to serve the board.

8. Describe the specific knowledge and experience that you would bring to the board.

I have extensive experience in working with children on a weekly basis, managing budgets, raising funds, and managing events through my job at Waterlife Church. This experience will serve me well on the board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

The school's mission is to provide a rigorous back-to-basics curriculum, traditional approach to education that focuses on direct instruction, recitation, memorization, and the importance of facts. The school will have the Core Essentials curriculum which will help students meet the challenges of today and the successes of tomorrow.

2. What is your understanding of the school's proposed educational program?

We will be offering a "back to basics" education that uses Saxon Math, Core Knowledge (for English, science, history, & geography), a supplemental material called Shurley Grammar, & a character education program called Core Essentials. This curriculum is an outstanding proven successful option for education for K-8 students. It focuses on traditional methods of math and brings back the use of grammar and phonics in the younger grades for example. We will also be offering a character education program called "Core Essentials". It will help students become grounded in character values such as integrity, respect, and kindness. Our vision is that they will take this knowledge, apply at home and in their communities, and that it will guide them to be successful as adults.

3. What do you believe to be the characteristics of a successful school?

A successful school is one that is consistently evaluating and meeting the goals set. A successful school has a wonderful group of parents invested in the mission of the school and knows the curriculum well.

4. How will you know that the school is succeeding (or not) in its mission?

The school will know by the enrollment numbers, parent satisfaction, test scores, and gauging

student success with the character education program.

Governance

1. Describe the role that the board will play in the school's operation.

The board will meet every month and receive a report from the principal regarding school operations. The board will evaluate the budget and ensure that the school is meeting obligations. It is important that the school board stays involved, but does not micromanage the principal and staff. It is important to follow the organizational chart.

2. How will you know if the school is successful at the end of the first year of operation?
The school will have met all of its goals and is financially in the black.

3. How will you know at the end of five years of the schools is successful?
The school has met all of its goals in the application and has grown financially and is closed and closer to its vision.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
The board will need to be present and aware of the financials and the actions taken by the principal and staff. The board must hold everyone accountable and closely listen to feedback from our parents, students, and staff.

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school?
I would personally go to that person and confront them about their actions. If the issue does not get resolved, then it needs to be addressed with the board.

*Please include the following with your Information Form

- a **one page** resume

Signature Page

The foregoing application is submitted on behalf of Oak Hill Charter School. The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations. Additionally, we understand the final approval of the charter is contingent Preliminary Charter Schools CHTR 013, all new nonprofit boards receiving a charter must participate in a year-long planning program prior to the charter school's opening for students. The planning year provides an applicant time to prepare for the implementation of the school's curricular, financial, marketing, and facility plans. During this planning year, regular meetings are held with the Board of Directors and consultants from the Office of Charter Schools to provide information on the following topics: school opening plans, staff development, finance, governance, board training, marketing, policies and procedures, securing a school site, and hiring a school administrator. Final approval of the charter will be contingent upon successfully completing all of the planning program requirements.

Print/Type Name: Kelly McIntyre

Board Position: Board Chairman

Signature: Kelly McIntyre

Date: 7-23-20

Sworn to and subscribed before me this 23 day of July, 2020.

Notary Public: Alissa Martin

Official Seal:



My commission expires: 10/30, 2023.

<u>Position</u>	<u>Year 0</u>	<u>Year 1</u>
Principal/School Leader		1
Assistant Principal		0
Dean(s)		0
Additional School Leadership		0
Core Classroom Teachers		9
Specialized Classroom Teachers (e.g. special education, ELL, foreign language, etc.)		1
Student Support Positions (e.g. social workers, psychologists, etc.)		0
Specialized School Staff		0
Teaching Aides or Assistants		2
School Operations Support Staff		2
Specials Teachers		3
Bus Drivers		2

Year 2

Year 3

Year 4

Year 5

1	1	1	1
0	0	0	0
0	0	0	0
0	0	0	0
10	10	10	10
2	2	2	2
0	0	0	0
0	0	0	0
2	2	2	2
2	2	2	2
3	3	3	3
2	2	2	2

STEPHANIE S LAIL

241 Wildwood Road
Lenoir, NC USA 28645
Cell: 828-446-0449
stephanielail@statinc.net

Objective

Highly accomplished, results driven senior accounting and financial management executive with more than 16 years of progressive experience in finance and operations management. Demonstrate ability to streamline business operations that drive growth and increase efficiency and bottom-line profit. Possesses solid leadership, communication, and interpersonal skills to establish rapport with all levels of staff and management.

Work Experience

STAT Incorporated
Chief Financial Officer 2004-present

Education

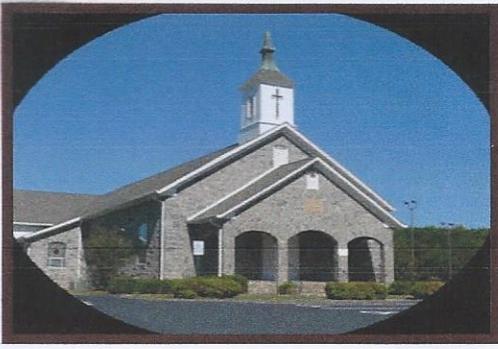
Hibriten High School 2000-2004

Appalachian State University 2004-2007
B.S. Business Administration

Columbia Southern University 2014-2017
Masters Occupational Safety and Health

Skills

- Proficient in all Microsoft Office programs
- Proficient in TDX Anywhere software for manifesting
- Trained in CPR/First Aid, Confined Space, Hazwoper, Hazmat, Hazcom, Blood Bourne Pathogens, PPE, Asbestos, etc.
- Bachelor of Science Degree from Appalachian State University in Business Administration
- Masters of Occupational Safety and Health Degree from Columbia Southern University.
- OQ Trained in Pipeline Maintenance
- Master Evaluator for Energy World Net
- Master Trainer for NCCER



UNION BAPTIST CHURCH

4595 Union Baptist Church

Lenoir, NC 28645

828-758-2285

July 8, 2020

Kelly McIntyre
4537 Oak Hill School Road
Lenoir, NC 2845

Re: Oak Hill Charter School
Kelly McIntyre, Chairperson

Union Baptist Church Incorporated Of Caldwell County, Lenoir, NC, a non-profit organization voted and approved in church conference 7/5/2020, a request to allow as a contingency plan for Oak Hill Charter School the use of the educational facilities (lower level facility) for the educational purposes of the proposed school. Lower educational facility consist of numerous class room sizes, large banquet/lunch area, furnished kitchen area, female and male restrooms . Also available for use large paved parking area's both to the right and left sides of the facility, also available is recreational space below the educational building. The above mentioned building is both heated and air conditioned space.

Donald Reid

Deacon Chairman



Kelly McIntyre
4537 Oak Hill School Rd
Lenoir, NC 28645

Re: Oak Hill Charter School

Kelly McIntyre,
Board Chairperson

The Oak Hill Ruritan Club has agreed to fully support the establishment of a charter school in our community. We would be happy to allow the Oak Hill Charter School to use our facility in the event they are unable to obtain the current school building. This was agreed upon by the club on April 2, 2020.

Our building is approximately 6000 square feet of heated and cooled floor space. At one time, it was used as a preschool learning center and a wrap-around program. There are up to six possible classrooms with a stainless steel functioning kitchen, a dining/meeting room, restroom facilities, and office with lobby for the school. There is a fenced in playground and parking available. We are located beside a community park that is readily accessible with many activities for children. We have county water and the local fire department is less than one mile away.

We would be happy to allow the Oak Hill Charter School to use our building if the present school facility is not available.

Respectfully,

Allen Penley,
Acting President
Oak Hill Ruritan Club

NOT APPLICABLE